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Bullying Behavior: Perspectives on Implementation of Policy from Building Level Administrators and School Counselors

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BULLYING BEHAVIOR: PERSPECTIVES ON IMPLEMENTATION OF POLICY FROM BUILDING LEVEL ADMINISTRATORS AND SCHOOL COUNSELORS

by

Christopher Michael Barnes

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DEDICATION

I wish to dedicate this dissertation to my Heavenly Father, Almighty God, and my Savior Jesus Christ, who gave me perseverance, unfailing guidance, unconditional love, and mental and emotional counsel during this difficult venture. No matter how lonely I felt or how much I wanted to give up on those long, sleepless nights, you constantly reminded me of how important this work is. To You be the Glory in all things!

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ABSTRACT

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The purpose of this study was to explore the relationships between anti-bullying policies developed and implementation of those policies in the state of Arkansas. The researcher used quantitative research methods to determine the extent of relationship between anti-bullying policies developed and implemented. A self-administered survey was constructed for data collection purposes using methods described by Fowler (2008) and Maronick (2009) and was distributed through Survey Monkey to all school counselors and building administrators in the state of Arkansas. Data analysis was conducted on responses received from 547 building administrators and school counselors to determine if there are relationships between administrators' and counselors' responses to the survey. The findings from this study indicated that significant differences existed between perceptions of building administrators and school counselors as a whole and in four of the five geographic regions of the state of Arkansas. The study found no significant difference between the definition of bullying used by building administrators and school counselors, but the definitions used did not reflect the definition of bullying described in the literature. The study also found that building administrators perceive bullying to be a smaller problem as well as anti-bullying policies and bullying prevention programs to be more effective when compared with responses from school counselors. The results of this study provided valuable information about bullying occurring in schools throughout the state of Arkansas and how building administrators and school counselors perceive occurrences of bullying, intervention strategies used, and the effectiveness of anti-bullying policies in disciplining identified bullies and in

reducing bullying incidents. The researcher provides recommendations for future study and implications for policy review including the development and implementation of professional development activities to be conducted within the state that will inform all stakeholders of how bullying is defined within the literature, development and implementation of effective intervention strategies into school curricula as determined in the literature in order to prevent bullying from occurring in schools, and the establishment of a task force to evaluate the effectiveness of current legislation in provoking change in the implementation of anti-bullying policies in schools.

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Chapter 1

Introduction

Historically, bullying has not been viewed as a major concern affecting many children in our schools. However, most recently, bullying has been viewed as a very serious problem. According to Batsche and Knoff (1994), bullying is widespread in our schools and is perhaps the most underreported safety problem on American school campuses. Perhaps more than any other school safety problem, bullying affects students' sense of security. A 2004 study conducted by the U.S. Department of Health and Human Services found that bullying occurs more often at school than on the way to and from there, which is contrary to popular belief. Once thought of as simply a rite of passage or relatively harmless behavior that helps build young people's character, bullying is now known to have long-lasting harmful effects, for both the victim and the bully. When paired with the negative impact on student learning, children who are bullied are more likely than other children to have lower self-esteem and higher rates of depression, loneliness, anxiety, and suicidal thoughts (Rigby, 2000).

In the past three decades, school bullying has gained increased attention due to media attention on homicide and suicide cases where bullying was believed to be a precipitating factor (Thompson & Cohen, 2005). A report conducted by the U.S. Secret Service in 2000 identified characteristics of students involved in school shootings in the United States since 1974. Of 37 different school shootings, two-thirds involved attackers who felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident. While these cases did not directly involve school bullying, a number of the attackers had experienced bullying and harassment that was longstanding and severe. In those cases, the experience of bullying

appeared to play a major role in motivating the attack at the school (Vossekuil, Fein, Reddy, Borum, & Modzeleksi, 2002).

While pioneering research on school bullying came from Scandinavian countries (particularly Norway), only within the past decade have U.S. researchers begun investigating the problem at length (Rigby, 2000). In recent years, the escalation of school violence, particularly the shooting deaths of 12 students and one teacher in a suburban Colorado town by two bullied boys (Columbine), and more closely to home, the shooting deaths of five students and one teacher in a small Northeast Arkansas town by two bullied boys (Westside), has garnered countless media reports and public commentary, including a report by the Surgeon General and anti-bullying efforts by State legislatures and the U.S. Government (U.S. Department of Health and Human Services, 2004). Due to this attention, a plethora of literature has been written that examines the extent and intricacies of school bullying.

After facing intense scrutiny in the aftermath of the Westside school shootings, the Arkansas General Assembly took action against bullying in 2003 by enacting legislation to prohibit bullying from occurring in schools and during school functions. Act 681 of the 84th Arkansas General Assembly, codified in Arkansas Code Annotated § 6-18-514, requires school districts and boards of education to develop anti-bullying policies as well as requires all instances of school bullying to be reported to authorities. In addition to the prohibition of bullying, the Act also requires schools to provide programs designed to prevent bullying as part of the student guidance services. This Act was to be implemented beginning with the 2004-2005 school year (see Appendix A).

While school boards of education around the state of Arkansas created policies to address bullying behavior, school personnel (i.e., principals and school counselors) are held

accountable for implementing these policies. School administrators are given the responsibility of creating and enforcing disciplinary procedures for those students who demonstrate bullying behaviors. Meanwhile, school counselors are charged with implementing bullying prevention programs within the student guidance services. To address compliance by school personnel toward implementation of the anti-bullying policies in schools, the legislation provides protection from tort liability to school personnel who report bullying behaviors to school and local authorities, even if the bullying incident is not remedied. Such protection means that teachers, school counselors, principals and other school personnel who report an incidence of bullying to local authorities cannot be sued by parents of students claiming injury while being bullied, harassment, or negligence. However, school personnel who fail to report such incidences to authorities and record such incidences into student discipline reports can be sued for damages in civil court by parents of bullied children.

In 2007, Act 115 of the 86th Arkansas General Assembly amended Arkansas Annotated Code § 6-18-514 to provide a uniform definition for bullying and to add a provision for cyber bullying, which the legislation defined as bullying taking place by means of an "electronic act." The legislation required school to augment their existing anti-bullying policies with language to include cyberbullying. Additionally, schools were required to include language in their anti-bullying policies to cover off-campus acts that are electronic and create a "substantial disruption" of the educational process (see Appendix A). The decision of the Arkansas General Assembly to amend anti-bullying legislation in order to address more progressive forms of bullying (such as cyberbullying) demonstrates a commitment by the legislature to provide a positive learning environment for students in Arkansas.

Problem Statement

Arkansas is not the first state to enact legislation on the implementation of anti-bullying policies in schools. Several states have produced legislation requiring anti-bullying policies be implemented in schools. In fact, some of these states not only provide legislation to require the implementation of anti-bullying policies but also produce support documents to ensure proper implementation. In Michigan, the Department of Education produced a sample anti-bullying policy that schools could use to draft the anti-bullying policy. In Delaware, the Attorney General's Office has developed an entire program for prevention, while entire sections of state agencies in Colorado and Maine have been developed in order to provide bullying prevention support services to schools (Vreeman & Carroll, 2007). Unfortunately, Arkansas does not provide the level of support that these states have conveyed to its schools. In fact, the Arkansas Department of Education (ADE) only monitors that schools and districts are in compliance with Arkansas Annotated Code § 6-18-514 by having district superintendents sign a statement of assurance that such policies are fully implemented. Furthermore, schools and districts must provide a copy of the anti-bullying policy to the ADE as part of monitoring for accreditation. The fact that Arkansas does not provide such support to its schools leads to a wide range of policy implementation. It is the level or depth of program implementation and its relationship to program effectiveness that is needed to be studied in order to identify successful anti-bullying policies in Arkansas. Distinguishing effective policy can influence future policy decisions, administrative support, and the school environment. In addition this information should be helpful to state legislators develop, replicate, and implement national anti-bullying policies.

While there is a great deal of research on student perspectives and teacher perspectives on bullying in schools, very little research exists on the perceptions of administrators and counselors on the implementation of anti-bullying policies. Despite this, research suggests that the most effective ways to prevent or lessen bullying require school administrators' and school counselors' commitment and intensive effort (Rigby, 2000). In fact, in comparing schools with high and low bullying rates, research suggests that a principal's investment in preventing and controlling bullying contributes to low rates (Cavanaugh, 2004; Hazler, Miller, Carney, & Green, 2001; Stephenson & Smith, 1989). Thus, this researcher will examine the implementation of anti-bullying policies in public schools throughout Arkansas from the perspective of school administrators and school counselors.

Purpose

The purpose of this study is to examine the perceptions of school administrators and school counselors regarding bullying incidents that occur in their schools. Further, it will explore the relationships between anti-bullying policies developed and implementation of those policies.

Research Questions

To support the purpose of this study, I will use the following questions:

1. Is there a relationship between how building administrators and school counselors identify bullying behavior?

2. Is there a relationship between administrators' and school counselors' perceptions of bullying in their school?

3. Is there a relationship between frequency of bullying incidents reported in self-administered survey and in state disciplinary records?

4. Is there a relationship between administrators' and school counselors':

a. intervention strategies used to address bullying?

b. intervention strategies that have worked best?

c. level of communication in addressing bullying issues?

d. level of professional development obtained on bullying prevention?

5. Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy:

a. in disciplining identified bullies?

b. in reducing bullying incidents?

Chapter 2

Literature Review

Background of Bullying

Researchers have reported a high prevalence of bullying behavior in schools nationally and internationally (Batsche & Knoff, 1994; Dake, Price, & Telljohann, 2003; Liepe-Levinson & Levinson, 2005). Bullying is defined as being harmful behavior (i.e., physical, verbal, or indirect) by a person or group that occurs repeatedly over time with a less powerful person as a target or victim (Nansel et al., 2001; Olweus, 1978; Smokowski & Kopasz, 2005). Studies have found that anywhere from 15% to 20% of students are regular victims of bullying behavior (Batsche & Knoff, 1994; Hurst, 2005). Likewise, 8% to 20% of students report bullying others with some frequency (Haynie et al., 2001; Seals & Young, 2003). In addition, approximately 4% to 7% of students can be classified as both bullies and victims (i.e., bully/victims).

Researchers have explored the characteristics of the bully (Boulton & Underwood, 1992; Ralston, 2005; Rigby & Slee, 1991), the victim (Furlong, Chung, Bates, & Morrison, 1995; McCartney, 2005), and students who are bully/victims (Dulmus, Theriot, Sowers, & Blackburn, 2004; Haynie et al., 2001). Nansel et al. (2001) found that bullies, victims, and bully/victims had poorer psychosocial adjustment than their peers. Mynard and Joseph (1997) found that victims had lower extraversion scores than nonvictims and bully/victims had higher neuroticism and psychoticism scores than nonbullies. A study by Espelage, Bosworth, and Simon (2001) found that discipline from parents, unsupervised time, and safety in one's surroundings were all associated with bullying. Haynie et al. (2001) found a pattern in bully, victim, bully/victim, and comparison (nonbully/nonvictim) peers' scores on

several psychosocial and behavioral indicators. Specifically, there were significant differences in the scores between each group, with comparison students' scores always most adaptive, followed by victims' scores, bullies' scores, and bully/victims' scores. This pattern held for problem behaviors and conduct, self-control, deviant peer influences and acceptance, social competence, school adjustment and bonding, depressive symptoms, and parental involvement and support (Haynie et al., 2001).

Finally, Espelage et al. (2001) found significant correlations between bullying behavior and negative variables such as anger, depression, impulsivity, and beliefs supportive of violence. Collectively, the information gained from these and other similar studies suggests that bullying and being victimized are related to a number of concerning behavioral and psychological indicators. Whether or not bullying or being victimized causes these negative outcomes or having many of the negative characteristics leads to bullying or being victimized has not yet been determined.

Social Support and Bullying

Because social support is associated with many positive outcomes for students, it is an important variable to understand in the schools. There are groups of students, however, who perceive very low levels of support from people in their lives (i.e., parents, teachers, classmates, friends) and this may be associated with a variety of negative indicators (Demaray & Malecki, 2002). Students who are victims of bullying may be one of these groups of students. Victims may have lower levels of perceived social support (Rigby, 2000). Thus, understanding the relationship between social support and bullying in schools has many important implications. School counselors and educators need to know what contextual factors may be related to bullying behavior in schools so that potential

interventions can be developed and/or implemented, and schools can aim to create a climate that supports victims of bullying and discourages the occurrence of bullying.

Few researchers have examined social support and bullying and/or being victimized; however, those who have examined these constructs have made important discoveries. Rigby (2000) investigated how being bullied and having social support together affect well-being in a large sample of adolescents. Results revealed a significant relationship between overall social support and being victimized. In addition, Rigby found that, for both boys and girls, a low level of support from a best friend or classmate was significantly related to experiencing bullying. That is, the lower the levels of support they perceived, the more likely they were to be victims of bullying. A significant relationship was also found between teacher support and frequency of being a victim for girls. Furthermore, Rigby found that frequency of being victimized and low social support were significant contributors to students' general health, which consisted of anxiety, social adjustment, and depression. Similarly, Rigby and Slee (1999) conducted two studies on a large sample of adolescents in Australia and assessed bully-victim problems, suicidal ideation, and perceived social support. These researchers discovered that low levels of social support along with being victimized at school were related to more suicidal thoughts for students.

Social support was also investigated in a large sample of students in grades 5 through 12 by investigating differences between students who reported being victimized and those who did not report being victimized (Furlong et al., 1995; Griffin & Gross, 2004). They found that among other variables, students who were victims of bullying had lower levels of perceived social support from their peers and teachers.

Effects of Bullying

Based on earlier statements, it can be assumed that victims of bullying would be fearful and anxious in the environment in which the bullying took place. Avoidance behaviors are likely to occur in the victims of bullies. These victims might respond with skipping school, avoiding certain places at school, running away, suicide, or more aggressive behaviors such as bringing a weapon to school for self-defense or retaliation; and poor academic performance. Many kinds of problems can potentially affect student learning, educator effectiveness, and school climate. For example, anxiety, social withdrawal, poor peer relations, fatigue, and low motivation may be common obstacles to the educational process. However, the presence of a bully at school creates a climate of fear and intimidation for the individual victims regardless of how pervasive the problem is and further hinders the educational process. Students who are continuous victims of even mild abuse are likely to have a negative view of school and are likely to avoid places within the school in which the bullying occurs or avoid school altogether (Gilmartin, 1987). A study conducted during the 1992 school year (Johnston, O'Malley, & Bachman, 1993) indicated that 16% of 8th graders felt unsafe at school some or most of the time and 7% of 8th graders did not go to school during the previous month because they felt unsafe at school. The study also found that even greater numbers of students take precautions while at school in order to insure their own safety. Twenty percent "stay away from certain places in school," 22% "stay away from certain places on school grounds," and 8% "stay away from school related events." Another study conducted in a rural school setting (Dulmus et al., 2004) reported that just over 82% of students experienced bullying to the extent that they felt unsafe at school at least once in the three months prior to the study. The study found that students who were "called mean

names, made fun of, or teased" was the most common type of bullying experienced by students and being "threatened or forced to do things" and "being called racist names" were the least common types of bullying experienced. However, as many as 24.1% of students responded they had been "threatened or forced to do things" and 26.1% reported being "called names based on race or color" (Dulmus et al., 2004). In short, bullying contributes to a serious problem in education of children: school is a place to be feared for many students. How can effective learning take place when students are afraid to come to school?

Bullying, as defined by Smith (2000), involves an unprovoked and repeated physical or psychological hurt imposed upon a victim by either a stronger peer or a group of peers. While many teachers have attempted to become more responsive to the needs of those children who have identified themselves, or have been identified by others, as victims of bullying, little research exists to guide their endeavors (Craig, Henderson, & Murphy, 2000; Yoon, 2004). While bullying, like child abuse, is now becoming an important research area, the current trend reflects adult priorities, and the question of how far this impacts the adolescent stage of human development remains unanswered.

Perceptions Regarding Bullying

Just as school officials should understand bullying behavior and characteristics of bullies and victims, they also should understand other people's perceptions of bullying. According to Dake et al. (2003), student perceptions of what constitutes bullying may influence the accuracy of reporting to teachers, parents, and other stakeholders who are trying to determine the extent to which bullying occurs. Additionally, Dake et al. believe student perceptions toward bullies or victims in general may become contributing factors that help deter or promote negative behavior. Regarding other stakeholders, Dake et al. note that

perceptions of bullying by school officials may influence when and how willing they are to intervene while perceptions by parents may influence their willingness to support or advocate for school-based prevention efforts. Even though the perceptions of the aforementioned groups is extremely important, Dake et al. consider the perceptions of bullies or victims themselves to be of greatest value since the core of the bullying problem lies in understanding why some children bully others and why some children accept being bullied.

To better understand why some children bully others, Houndoumadi and Pateraki (2001) questioned students who bullied others regarding how they felt after they engaged in the bullying behavior. The top responses given by students are as follows: "I felt pity for him/her" (33.7%), "I felt he/she deserved it" (29.7%), "I felt bad" (26.7%), "I was worried about being told off by teachers or parents" (24.7%), and "It was fun" (20.8%). Borg (1998) found similar results in his study with 49.8% of bullies "feeling sorry," 40.6% "feeling indifferent," and 20.9% "feeling satisfied." Both studies found that over 20% of bullies surveyed were pleased with their behavior while less than 50% of those surveyed displayed empathy for their victims.

Bullying behavior also can be examined from the perspective of teachers. In a study conducted by Boulton and Underwood (1992), teachers reported lower levels of student bullying behavior than the students themselves; however, teachers considered bullying a serious student disciplinary infraction. Most teachers in the study recognized that bullying took multiple forms, but they considered physical bullying the most severe form compared to verbal or indirect bullying. It is possible, however, that teachers may not know the full extent of bullying. A study conducted by Craig et al. (2000) of 116 Canadian teachers found that 85% reported they intervened often or nearly always to stop bullying, while only 35% of

students from the same schools reported that teachers intervened in bullying situations. Additionally, Craig et al. discovered that teachers were more likely to respond to bullying when they observed it happening and less likely to respond when it was reported to them. However, students were still more confident in the teachers' abilities to intervene in a bullying situation compared to students' ability to intervene according to Craig et al. Similar results were found in a study conducted by Carach, Pepler, and Ziegler (1995), in which teachers generally expressed negative attitudes toward bullying and bullies and were sympathetic toward victims; however, teachers with the greatest length of service expressed the most negative attitudes toward victims. Of those teachers surveyed, Carach et al found that 98.6% felt a responsibility to prevent bullying in the classroom, but they did not feel confident in their ability to deal with bullying. These results were supported by Nicolaides, Toda, and Smith's (2002) findings that teachers also were not confident in their ability to get bullies to stop bullying. The teachers supported teacher training courses that would include information about how to combat bullying.

Anti-Bullying Legislation

As a result of growing public concern regarding the social and emotional consequences of bullying, many schools have begun to review their school safety plans more carefully by addressing relevant questions of anti-bullying policy implementation. Although bullying is not against the law in the United States, some states, including Arkansas, have enacted anti-bullying legislation in an attempt to stop incidences of bullying. McCartney (2005) suggests that policy developments emphasize protection for victims and communicate the message that bullying will not be tolerated; however, schools need to be careful in determining boundaries for what constitutes bullying behavior. There has been a trend in discussions of

bullying to define everything from "rolling your eyes" once at someone to blatant sexual abuse as bullying, which Pepler and Craig (1999) claims would lead to ineffective anti-bullying policies. In defining bullying, Griffin and Gross (2004) suggest that school officials and policy makers need to make sure that they do not veer too far on either side of the issue either by over identifying bullying behaviors or by allowing misconceived beliefs and attitudes to overlook damaging bullying behaviors. When a formidable foundation of education and awareness is embedded in the implementation of a anti-bullying policies, which includes a bullying prevention program, Olweus (1993) claims it is much more likely that stakeholders (parents, school staff, and students) will be empowered to prevent bullying from occurring. Overall, researchers (Olweus, 1993; Ralston, 2005; Ryan, 2009) have found that, while a thorough understanding of bullying behaviors should guide the development of clear class rules, it is of critical importance that all school personnel have a uniform understanding of what constitutes bullying behavior and how to handle it.

Prevention Measures

Considering the issues previously mentioned, prevention of bullying in schools needs to become a priority in order to ensure the safety and well-being of students. Researchers have evaluated several different methods for preventing school bullying over the years. Peer involvement has been investigated mainly because the bullying process includes not only bullies and victims but also students who take on participant roles. Salmivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukiainen (1996) categorized children into various participant roles outside of being bullies and victims including assistants of the bully, reinforcers of the bully, defenders of the victim, and outsiders. These participant roles were attributed to children in the following ways: those who were active in bullying in a follower role as

opposed to a leader role (assistants of the bully); those who reinforced bullying by laughing, watching, and providing an audience for the bully (reinforcers of the bully); those who took sides with the victim or active efforts to make others stop bullying (defenders of the victim); and those who did nothing by staying outside the situation (outsiders).

Clearly defining these participant roles gives even greater weight to the notion that bullying involves a group process. As such, Salmivalli et al. (1996) believe the group should be considered in the prevention process, which would include bystanders often overlooked in bullying discussions or interventions. The researchers propose that, with adult encouragement, peers should be trained to take action against bullying through formal helper roles or as peer counselors. Based on naturalistic observation, Salmivalli et al. found peer intervention to be effective.

Another common method presented in the literature involves a whole school approach that incorporates multiple activities and interventions to decrease and deter bullying behaviors. While several non-evaluated programs exist based on the whole school approach, several other programs have been evaluated. The most well-known of these is Olweus' evaluation of the Norwegian "Bullying Prevention Program." Olweus evaluated his program from 1983 to 1985 with 2,500 students from ages 11 to 14 in 42 schools in Bergen, Norway. This evaluation confirmed a 50% reduction in the number of students bullying others as well as the number of students being victimized. The program further sought to increase awareness of bullying problems in stakeholders in the school and to encourage adult involvement in resolving the problems. Methods used to accomplish these goals included assessing the problem, setting school conference days, providing better supervision at recess, forming a bullying prevention coordinating group, scheduling parent-teacher meetings,

establishing classroom rules against bullying, convening classroom meetings about bullying, requiring talks with bullies and victims, and inviting talks with parents of involved students.

Another whole school approach adapted the Norwegian anti-bullying intervention to create a Flemish anti-bullying intervention that included the aspects of the Norwegian program but added several features such as anti-bullying video, modeling, role playing, booster sessions, and external support to schools (Stevens, De Bourdeaudhuij, & Van Oost, 2000). The evaluation found decreased bullying in primary schools but not in secondary schools; however, it did not report the magnitude of decreases in the primary schools.

There are other programs that do not follow the Olweus model. Here in the United States, an elementary school violence prevention program with a focus on bullying proved successful in preventing bullying behaviors and improving student perception of school safety (Vossekuil et al., 2002). The program consists of four components including a zero-tolerance policy for bullying behavior, a discipline plan for modeling appropriate behavior, a physical education component designed to teach self-regulation, and a mentoring program where adults and peers assist students in preventing bullying behaviors. In this study, Vossekuil et al. (2002) focused on the outcome objectives of student disciplinary referrals, suspensions, and standardized achievement test scores. According to Vossekuil et al., the school violence prevention program succeeded in decreasing disciplinary referrals by nearly half, decreasing suspension rates with additional improvements during each of the three years the program was instituted, and significantly increasing students' scores on standardized achievement tests.

Based on the research above, it is clear that bullying prevention measures must be implemented in the school culture in order to ensure that students have a safe, positive

learning environment. While some schools desire to adopt a whole school program as a means to bring immediate anti-bullying standards to the school culture, other schools might opt to build their own bullying prevention programs with the inclusion of all school stakeholders.

Building Bullying Prevention Programs

Due to the increased prevalence of bullying in the schools, school leaders have been pressured to implement bully prevention programs. Olweus' research (1993) is widely considered to be cornerstone of bullying programs within the United States. Understanding that time, staff funding, and other resources are typically stretched to the limits in most schools, Olweus has identified vital "core components" for bullying prevention programs:

1. Adult awareness and involvement,
2. A questionnaire or survey,
3. Effective supervision during breaks,
4. Educational teacher discussion groups,
5. The formation of a coordinating group,
6. Class rules against bullying,
7. Class meetings with students,
8. Serious talks with bullies and targets, and
9. Serious talks with parents of involved students.

Because each school community has distinctive issues and needs, the first step in implementing any bullying prevention program should be to acquire information from the school staff and students. This could be done through the development of a survey for teachers and for students. The teacher survey should include teacher attitudes and

perceptions about when, where, and how often they think bullying actually occurs in their school. In addition, teachers, administrators, students, parents, and other stakeholders should determine what roles to take when addressing bullying incidents. Teacher information can either be obtained through an anonymous questionnaire or during small group discussions. Information gathering should be extended to include other school staff members such as administrators, school counselors, school nurses, janitors, and anyone else who may be required to intervene when bullying incidents occur (Smokowski and Kopasz, 2005). The student surveys should include student beliefs about when, where, and how often they have experienced or witnessed bullying actually occurring in their school and should be administered anonymously (McCartney, 2005).

There is research that suggests school staff members are typically unaware of the extent of bullying in their school. Pepler and Craig (1999) have indicated through surveys that teachers report they "almost always" intervene in bullying incidents 71% of the time compared to student reports of 25%. However, actual observations made by Pepler and Craig have indicated that teachers intervene in 14% of classroom episodes of bullying and only 4% of playground episodes of bullying. Pepler and Craig believe that a possible reason for this low teacher intervention rate may be that the bullying behaviors are covert in nature, where the episodes are brief, verbal, and occur when there is a lack of supervision along with minimal student reporting of bullying incidents. According to Pepler and Craig, the covert nature of the bullying causes students to perceive that teachers are either apathetic to bullying or that they are simply unable to impede the bullying behaviors. When a teacher is present during a bullying incident and does not intervene, Pepler and Craig claim that those being bullied imply acceptance of the damaging behavior on the part of the teacher. Pepler and

Craig also found that the majority of students who are the targets of bullying feel it will not help if they tell an adult authority figure about the victimization. In fact, Pepler and Craig found many students fear it will make matters worse, creating a sense of isolation and hopelessness for targets of bullying.

Defining Bullying

Perhaps the most integral part of developing a successful bullying prevention program involves forming a common definition of bullying and having open discussions among stakeholders about bullying situations occurring in schools. Researchers (Boulton & Underwood, 1991; Hazler et. al, 2001; Peterson & Skiba, 2001) have pointed out that bullying is perceived by many individuals first as a form of aggression. However, Espelage and Asidao (2001) claim that bullying differs from aggression in three ways: (1) bullying often includes a variety of hurtful actions, such as physical attacks, verbal assaults, and social exclusion; (2) students who bully tend to victimize targets repeatedly over time; and, (3) bullying is more systematic and self-initiated as students purposefully select targets they can control. Heinrichs (2003) claims there is typically an imbalance of power, intent to harm, a distressed target, and a repeat of occurrences involved in bullying. Heinrichs suggests that an imbalance of power imbalance is always present in bullying incidents, and victims of bullying usually feel unable to respond effectively against the person or persons harassing them due primarily to imbalance of power. Other researchers have also conducted extensive research on what constitutes bullying and on different types of bullying. Pepler and Craig (1999) identified bullying as an ongoing systemic problem within the individual. When looking at bullying through a developmental perspective, Pepler and Craig found that individuals who bully and do not receive treatment tend to continue bullying behaviors

throughout the course of their lives, dispelling the myth that bullying is a childhood right-of-passage. In fact, Seals and Young (2003) claim bullying behaviors that occur during childhood can progress to other types of abuse later in life, including domestic abuse, child abuse, workplace bullying, if new behaviors and patterns are not developed.

The literature depicts four general types of bullying: physical bullying, verbal bullying, social/relational bullying, or cyberbullying (Jacobsen & Bauman, 2007; Shore, 2005). Physical bullying (e.g., hitting, pushing, and kicking) and verbal bullying (e.g., name-calling and hurtful teasing) are usually considered to be a direct form of bullying, while social or relational bullying references an indirect form of bullying, such as social exclusion and spreading rumors (Wang, Iannotti, & Nansel, 2009). Additionally, the recent emergence of cyberbullying has created a concern and challenge for adults to protect young children and adolescents. Cyberbullying involves sending or posting harmful words or images using the Internet or digital communication devices (Feinberg & Robey, 2008).

In light of this research, how can stakeholders better understand what constitutes bullying and how to handle it? Through increased understanding about the characteristics of individuals involved in bullying, Henrichs (2003) believes stakeholders can determine how to best prevent bullying from occurring. Table 1 on the next page provides explanation into the characteristics of the different roles involved in the bullying process as presented in the literature (O'Connell, Pepler, & Craig, 1999; Olweus, 1993; Pepler & Craig, 1999; Schwartz, 2000).

Table 1

Roles and Characteristics Involved in Bullying

Role	Characteristics
Bully	• Tends to be physically stronger than other students and are physically effective in athletic play • Desires to dominate others and assert themselves through aggression or threats of aggression • Described as hot-tempered, impulsive, easily frustrated, oppositional, defiant, and good at talking themselves out of difficult situations • Tends to show little empathy for those they target and are not typically anxious or insecure, with better than average self-esteem
Passive Target	• Tends to be physically weaker than their peers • May be afraid of being hurt or hurting themselves, physically ineffective in athletic play, or lack physical coordination • Tends to be cautious, quiet, withdrawn, and passive, with a tendency to emotional outbursts when upset; are anxious and insecure • Has poor self-esteem, and is typically viewed by others as easy targets. • Tends to have difficulty asserting themselves in groups physically and verbally • Is usually not aggressive and does not tease • Relates better to adults than to peers
Provocative Target	• Tends to demonstrate many traits of a passive target but are aggressive in reacting to bullying • Tends to talk back or fight when bullied but are not very effective • May be hyperactive and restless and may lack focus • Typically viewed as offensive, rude, high-maintenance, clumsy, and immature, with irritating habits • May try to bully weaker students, particularly someone who may have a lower social standing than them
Bystander	• Provides an audience for bullying, which serves as a reinforcer and lends power and status to the bully • Occasionally may intervene and try to help the victim • Can be educated and provided with appropriate strategies that will help them prevent bullying and become part of the solution instead of part of the problem • Tends to feel pressured to not get involved in bullying for fear of reprisal, but are guilty afterward for not intervening

Note Contributed by O'Connell, Pepler, & Craig, 1999; Olweus, 1993; Pepler & Craig, 1999; Schwartz, 2000

Response of School Personnel to Bullying

From the literature, the response of school personnel to bullying has been discouraging. Teachers and administrators frequently underestimate the extent and effect of bullying and, as a result, fail to prevent or stop it (Feinberg, 2003). Results of research conducted at different times and in different countries, provide a similar picture. More than 60% of the victims report that school personnel respond poorly to bullying incidences occurring at school or during school-sanctioned events (Boulton & Underwood, 1992; Glover, Gough, Johnson, & Cartwright, 2000; Griffin & Gross, 2004; Olweus, 1993). Additionally, Dulmus et al. (2004) concluded in a separate study that more non-bullied students than bullied students thought that school personnel never tried to stop bullying. The research supports the notion that school personnel do relatively little to intervene in bullying that occurs at school.

There seem to be a number of reasons for the lack of intervention into bullying incidences by school personnel. First, Stephenson and Smith (1988) reported that 25% of teachers feel that it is sometimes helpful to ignore the problem. Because bullying often occurs in the form of verbal intimidation, isolation, and exclusion, teachers and other school personnel may view these behaviors as less serious than physical assaults where the evidence is easily visible (Ralston, 2005). Second, the social skills and behavior of the victims might discourage the intervention of school personnel. Boulton and Underwood (1992) found that the effect size for the correlation between reported victimization and intervention by teachers was less than the reported frequency of bullying and intervention by teachers. This suggests that a child who is bullied will get less attention from adults than a child who bullies. Interviews with victims of bullying as conducted by Dulmus et al. (2004) indicated that children who do not tell adults do so out of fear of reprisal. If this is the case, then victims

might perceive that teachers and other school personnel either will not be sympathetic to their plight or will not be able to protect them (Dake et al., 2003).

In order for bullying to be reduced significantly, Hazler et al. (2001) claim that schools must send a strong message to students and staff that bullying is inappropriate. This is especially important considering that students are quick to indict school personnel for their failure to act both to protect victims and to deal effectively with bullies (Hoover, Oliver, & Hazler, 1992). If victimized students believe that they are victims of not only the bully but also the system through the lack of protection and support by the school officials, then one can understand more clearly why students would resort to avoidance and/or retaliation. According to Ryan (2009), it is the duty of schools to promote the idea that adults will be supportive of victims and that school officials can provide a safe haven for all students while at school.

Role of School Administrators in Policy Implementation

The school administrator carries a very important role in the implementation of anti-bullying policies. According to the research, the school administrator is the primary individual in the school responsible for ensuring that an anti-bullying policy is fully implemented (Olweus, 1993; Rigby, 2000). As the building leader, the principal should take the initiative in actively promoting anti-bullying behaviors. He or she must educate staff about the characteristics of bullies and victims, as well as the immediate and long-term consequences of bullying. Whitted and Dupper (2005) suggest that principals set the tone in a school by communicating to all stakeholders that bullying will be taken seriously and will not be tolerated. Not only are school administrators responsible for communicating and promoting an anti-bullying stance, school administrators must also enlist the support of all

other stakeholders (i.e., students, teachers, school counselors, parents, community members) in developing anti-bullying policies and making sure the policies are enforced (Rigby, 2000). After the development of such policies, school administrators are responsible for discipline of students who engage in bullying behavior. School administrators must ensure that all incidences of bullying are addressed; however, administrators may choose to utilize peer support techniques to promote positive development in the bully (Northwest Regional Educational Laboratory, 2001). These techniques and other support strategies can be provided by school counselors.

Role of School Counselors in Policy Implementation

While school administrators are responsible for leading the school anti-bullying effort, the school counselors must provide support to administrators in order to promote positive social experiences in a learning atmosphere. Once school policies are established and reporting procedures are in place, school counselors can address awareness and intervention strategies for school personnel, students, and parents. According to Shellard (2002), school counselors can provide victims of bullying as well as the bullies with activities that will enhance their self-esteem, academic success, and peer relationship skills. This approach not only separates bullies and victims, but also provides bullies with the opportunity to perform constructive tasks (U.S. Department of Justice, 2004). Additionally, individual counseling and anger management classes should be provided to both victims of bullying and bullies in both small group and individual settings. Victims may need support dealing with anxiety or depression and could be offered training in increasing assertiveness skills, developing a more positive self-concept, and practicing behaviors that reduce risk of further victimization (Crawford, 2002). Bullies may learn techniques which teach them to empathize with peers in

order to prevent bullying behavior from occurring in the future (Northwest Regional Educational Laboratory, 2001; Shellard, 2002).

Because of their professional training, school counselors are often tapped by school administrators to provide training to teachers, parents, and other stakeholders on what constitutes bullying in the schools and intervention strategies stakeholders can employ. Such professional training can help stakeholders to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school and in the community to help prevent bullying (Limber, 2004).

School Based Interventions for Bullying

According to Smokowski and Kopasz (2005), school-based intervention programs must seek to integrate strategies gleaned from research on topics that include organizational change, effective parent involvement, and behavioral programs for students with aggressive and/or withdrawn behavior profiles, group counseling for perpetrators and victims, and effective building-based discipline procedures. In May 1987, over 23 years ago, a "Schoolyard Bully Practicum," sponsored by the National School Safety Center, was held at Harvard University to develop a prevention program for the United States. A wide range of strategies were identified to help educators and others control and prevent bullying. At that time, the development of a comprehensive, integrated plan that could be implemented by schools across the United States was necessary in order to achieve the control and prevention of bullying. However, a recent systemic review of 26 school-based intervention programs produced these startling statistics:

- Only four of 10 curriculum-based interventions showed any benefit; in fact, in three of the interventions, some children demonstrated increased aggression toward peers and some children reported more victimization;
- Seven of 10 whole school programs produced less bullying;
- Three of four social skills programs depicted no definite reduction in bullying behavior;
- The one study of mentoring found a benefit to bullied children; and,
- Having greater access to school social workers and guidance professional decreased bullying and other negative behaviors (Vreeman & Carroll, 2007).

As depicted, bullying is still a problem within our nation's schools and anti-bullying programs are hit and miss regarding bully prevention. The following chapters examine the implementation of anti-bullying policies and interventions at the building level in public schools throughout Arkansas from the perspective of school administrators and school counselors.

Chapter 3

Methods

As stated in Chapter 1, the purpose of this study was to examine the school administrators and school counselors' perceptions of bullying. Further, it explored the relationships between bullying policies and implementation in the state of Arkansas. Arkansas is a predominately rural state with approximately 2.8 million citizens in 75 counties. In the 2009-2010 school year, the state of Arkansas served approximately 465,000 students in 244 individual school districts and 18 public open-enrollment charter schools. Schools within these districts are comprised of 579 elementary schools, 214 middle or junior high schools, and 299 high schools for a total of 1,092 public schools.

In order to ensure geographic diversity on all statewide committees, the Arkansas Department of Education divides the state into five specific regions: Northwest Arkansas, Northeast Arkansas, Central Arkansas, Southwest Arkansas, and Southeast Arkansas. Table 2 and Figure 1 on the following pages provide information regarding the five regions including student statistics by percentage of the state totals and will be used in the analysis of data collected:

Table 2

Description of Arkansas Regions

Arkansas Region	Description	Student Statistics (Compared to State)
Region 1: Northwest	Area of the state that has the lowest rates of unemployment, highest paying jobs, and lowest crime rates. Schools in Region 1 tend to have the highest pay for school personnel (seven of the top 10 schools in pay), the highest test scores, and the highest populations of students who are Hispanic, Asian, and Native American, and Two or More Races. Home to University of Arkansas in Fayetteville as well as major corporations Wal-Mart, Tyson Foods, and J.B. Hunt.	Population: 33.25% White: 38.10% African Amer: 5.3% Hispanic: 62.49% Asian/PI: 58.58% Native Amer: 68.97% Two + Races: 62.69% F/R Lunch: 20.72%
Region 2: Northeast	Region 2 contains many rural areas along the Mississippi Delta and the Ozark Foothills with primary employment in agriculture. Three of the top 10 agricultural producing counties are in Region 2. Schools in Region 2 vary based on teacher pay, test scores, and student population. Some of the highest and lowest unemployment rates are maintained within counties in Region 2. Jonesboro, the largest city in Region 2 is the wealthiest area and is home to Arkansas State University in Jonesboro as well as Riceland Foods, Nestle Foods, and Frito-Lay distribution facilities.	Population: 19.87% White: 22.73% African Amer: 21.06% Hispanic: 7.26% Asian/PI: 8.3% Native Amer: 6.79% Two + Races: 17.29% F/R Lunch: 19.36%
Region 3: Central	Region 3 contains the state's largest city and capital, Little Rock. Little Rock is the only major metropolitan area in the state and contains the highest population density. Unfortunately, the highest crime rates in the state are located in Little Rock. Region 3 is composed of mostly suburban areas steeped in industry, banking, and state government. Schools in Region 3 possess some of the higher paying school personnel positions and teach more African American students than any other region in the state. More than half of the state's charter schools are contained within Region 3. Home to Arkansas State Capitol, University of Arkansas in Little Rock, University of Central Arkansas, University of Arkansas Pine Bluff, Hendrix College, Philander Smith College, Stephens Media, Dillard's Corporation, Verizon, Acxiom, and numerous other industries.	Population: 30.56% White: 25.92% African Amer: 46.11% Hispanic: 16.73% Asian/PI: 27.98% Native Amer: 15.75% Two + Races: 10.57% F/R Lunch: 32.17%

(table continues)

Table 2 (continued)

Description of Arkansas Regions

Arkansas Region	Description	Student Statistics (Compared to State)
Region 4: Southwest	Region 4 is one of the least populated areas of the state. This region is comprised of mostly agricultural employment, especially timber, which tends to pay less than other regions of the state. Schools in this region tend to be isolated and small. Due to its close proximity to Texas as well as its agricultural-based employment opportunities, Region 4 has the one of the highest rates of migrant Hispanic students in the state. Home to Southern Arkansas University and Murphy Oil.	Population: 10.40% White: 9.01% African Amer: 14.88% Hispanic: 16.73% Asian/PI: 3.65% Native Amer: 7.73% Two + Races: 6.64% F/R Lunch: 13.07%
Region 5: Southeast	Region 5 is the least populated and poorest area of the state. Located along the Mississippi River Delta, Region 5 is extremely rural, and agriculture is the primary occupation for most citizens. In fact, three of the top five counties for agricultural production are located within Region 5. This region tends to have the lowest performing schools, highest unemployment rates, highest drop-out rates, and highest poverty rates in the state.	Population: 5.93% White: 4.24% African Amer: 12.66% Hispanic: 2.98% Asian/PI: 1.49% Native Amer: 0.75% Two + Races: 2.81% F/R Lunch: 14.68%

Note Data collected from U.S. Census Reports and Arkansas Department of Education

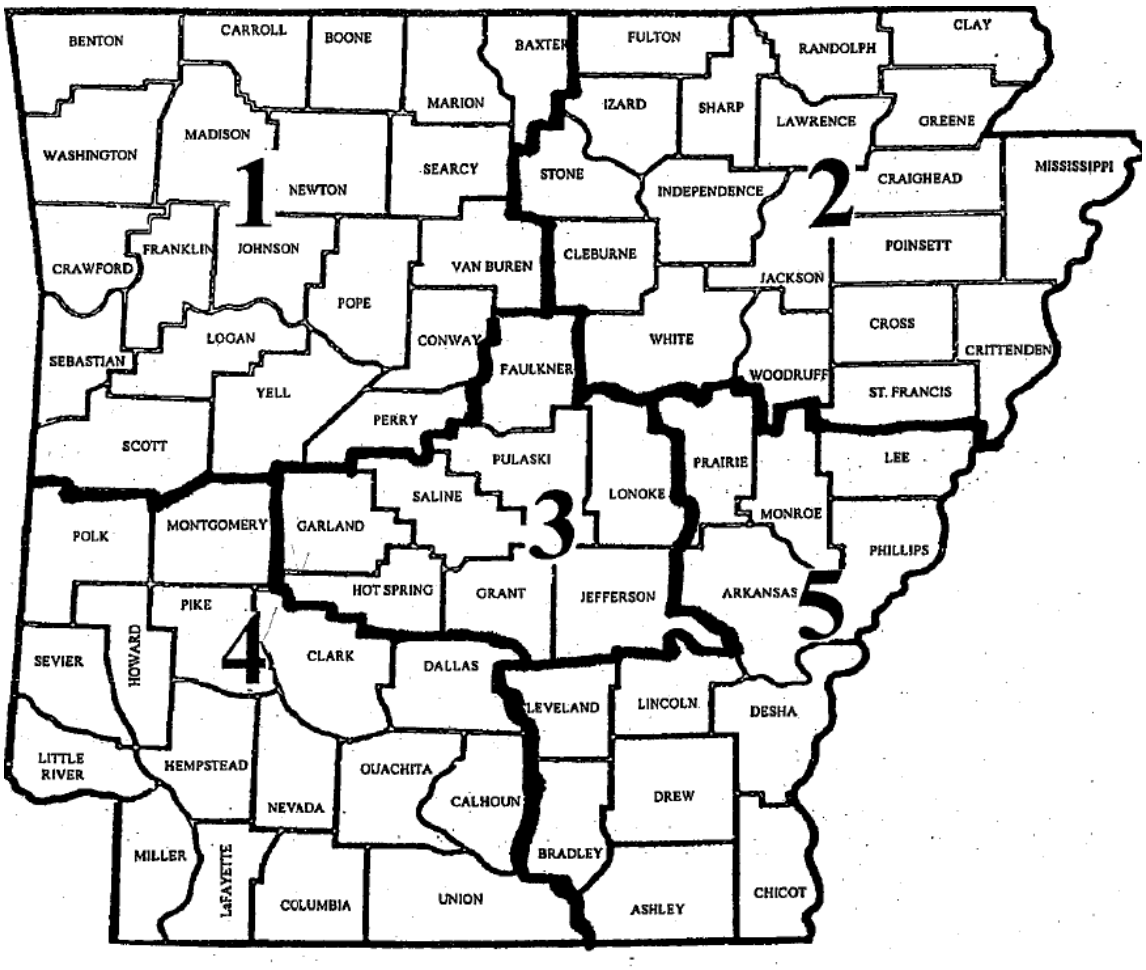

Figure 1. Map of Arkansas by Five Regions (Arkansas Department of Education)

For this study, the researcher used a quantitative approach for data analysis. In order to address the research questions, a cross-sectional design was used to collect data from self-administered surveys produced on Survey Monkey. This researcher also obtained data on the frequencies of bullying incidences documented in school discipline reports submitted to the Arkansas Department of Education, which were publicly available. In this chapter, the researcher presents information about the participants, the research design, the procedures, the measures, and the data analysis used in conducting the study.

Participants

Participants for this study came from a population of school-level administrators and school counselors in all school districts throughout the state of Arkansas. During the 2009-2010 school year, there were 1,880 school-level administrators and 1,532 school counselors that serve students throughout the 1,092 public schools. This researcher was interested in obtaining survey information from one school level administrator, who is directly responsible for student discipline, and from one school counselor, who is directly responsible for implementing the bullying prevention program, from each school in the state. Therefore, the intended sample population is 1,092 school level administrators and 1,092 school level counselors.

Of the possible 1,092 school level administrators included in the sample population, 269 (24.63%) different school level administrators participated in the survey. Of the possible 1,092 school level counselors, 278 (25.46%) different school level counselors participated in the survey. Table 3 below provides a breakdown in numbers and percents of participants by position and region:

Table 3

Number and Percent of Participants by Position and Region

		Position				Total	
		Administrator		Counselor			
Region	1	91	33.8%	95	34.2%	186	34.0%
	2	66	24.5%	69	24.8%	135	24.7%
	3	54	20.2%	58	20.9%	112	20.4%
	4	31	11.5%	29	10.4%	60	11.0%
	5	27	10.0%	27	9.7%	54	9.9%
Total			269		278		547

Research Design

A cross-sectional design was applied to collect data using a survey instrument for administrators and a separate survey instrument for school counselors (see Appendix B). A cross-sectional design enables different groups to be compared and is useful for charting aggregated patterns and features of an entire population at one or more single points in time. Additionally, cross-sectional studies promote a stronger likelihood of participant involvement in the study since participation is limited to a single event (Cohen, Manion, & Morrision, 2003).

Procedures

This study was conducted using qualitative and quantitative measures. The primary tool for data collection was a survey. The purpose of the survey method was to obtain information from school level administrators and school counselors for later statistical analysis. Building level administrators and school counselors were asked to complete a thirteen question survey consisting of multiple-choice and constructed-response items. According to Fowler (2008), survey research must be designed to meet specific needs of the proposed research projects. This was of particular importance considering that no existing survey instrument could capture the data needed to address the research questions.

Dependent variables in the study were the perceptions of administrators and counselors on what constitutes bullying and on anti-bullying policy implementation in their schools. Independent variables include position (administrator, counselor), region of the state (Northwest, Northeast, Central, Southwest, Southeast), and individual school, and frequency of bullying incidents. These variables will allow this researcher to address any relationship needed to answer the research questions.

Of the 13 questions in each survey, only the first question was collected using qualitative measures. The researcher collected information from participants on how they would describe bullying. Once this information was collected, the researcher used inductive reasoning to assign a numerical value to each response in terms of how the definition relates to the literature. All other survey responses were collected using quantitative measures. Surveys were self-administered and conducted via Survey Monkey with a link sent to prospective participants through school administrator and school counselor listserves and emails obtained through the Arkansas Department of Education (ADE).

An initial e-mail was sent to all potential participants informing them of the nature and purpose of the study and provided the study participants with an opportunity to voluntarily participate in the study by completing the study survey, which was available through a hyperlink within the e-mail (see Appendix B). Study participants who use the hyperlink was directed to the survey hosted at an Internet site. The survey asked the participant to enter several demographic indicators including an ADE-assigned local education agency (LEA) number to indicate which school the participant was associated. Only one survey from a school administrator and one survey from a school counselor for each school in the state were used in conducting analysis. Prospective participants were initially given a one month time limit to respond to the survey, but follow up was conducted over the course of the summer to obtain greater participation in the study.

The self-administered online survey benefited data collection for several reasons. First, the researcher had full access to the population being surveyed. Second, the perspective participants were literate and should have been able to understand each question without the

need for prompting or explanation. Finally, the online delivery allowed the survey to be conducted at any time at the convenience of each perspective participant (Maronick, 2009).

In order for the researcher to perform cross analyses with information obtained through the survey, statistical data on the bullying incidents reported at each public school in Arkansas was pulled from the ADE public database. The database provided the researcher with the frequency of bullying incidents in a school as well as the disciplinary action made by the school administrator in response to the bullying incident.

Follow-up Plan for Survey. This researcher monitored collection of data on a weekly basis and resent email and listserve messages as well as contacted prospective participants by phone in order to obtain greater participation. A second and third e-mail was sent to potential study participants who had not participated one week and two weeks, respectively, after the initial e-mail was sent. The second and third e-mails reminded the potential participants of the opportunity to participate in the study, and provided them with a summary of the nature and purpose of the study as well as the hyperlink to the survey. After the third week, the researcher began to contact individual schools for participation. Over the course of the summer, the researcher contacted prospective participants in order to obtain at least 250 building administrator and counselor matches. An Excel spreadsheet was kept to log schools that participate.

Ethical Considerations. This research presented minimal ethical issues beyond standard considerations for participant confidentiality. Participants remained anonymous throughout the study even to the researcher. Participants participated in the study only if they wished and at their own convenience. Participants demonstrated consent to the research through the completion of the survey. This researcher protected the rights of human subjects

participating in this study as required through the Institutional Review Board (IRB) proposal and exemption upon which this study was approved.

Measures

This researcher addressed the following research questions through the collection of data supplied by an originally-constructed and self-administered survey and the school discipline report dataset provided by the Arkansas Department of Education:

Research Question 1: Is there a relationship between how building administrators and school counselors identify bullying behavior? In the survey, participants were asked Question 1 as follows: In your own words, how would you describe bullying behavior? The researcher collected responses to this question and, based upon the response, used inductive reasoning to assign a numerical value to the description of bullying based on the definitions found in the literature. As stated in the literature review, bullying is identified through the following three indicators: (1) behavior is intended to harm, disturb, or frighten; (2) behavior occurs repeatedly over time; and, (3) behavior demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one (Boulton & Underwood, 1991; Espelage & Asidao, 2001; Hazler et al., 2001; Heinrichs, 2003; Peterson & Skiba, 2001).

Numerical values for responses provided in the survey to Question 1 were assigned based on the following criteria as shown in Table 4.

Table 4

Coding for Bullying Definition

Value	Bullying Definition (Includes the following bullying indicators)
1	Behavior is intended to harm, disturb, or frighten ONLY
2	Behavior occurs repeatedly over time ONLY
3	Behavior demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one ONLY
4	Both 1 and 2
5	Both 2 and 3
6	Both 1 and 3
7	All three indicators included

The researcher conducted Kendall's tau b correlation tests on the means of coded responses for the variables of "Position" and "Bullying Definition" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within the regions. Upon discovery of significant results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors in the definition of bullying. Results of the analysis are presented in Chapter 4.

Research Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school? In the survey, participants were asked a variety of questions pertaining to their experiences with bullying incidents in their school. Using responses to Questions 4, 5, 6, 7, and 9 of the survey (see Appendix B),

this researcher conducted Kendall's tau b correlation tests on responses for the aforementioned questions in the survey and the variable "Position" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within different regions of the state. Upon discovery of significant results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors for each question aforementioned in this section. Results of the analysis are presented in Chapter 4.

Research Question 3: Is there a relationship between frequency of bullying incidents reported in a self-administered survey and in state disciplinary records? In the survey, participants were asked Question 4 as follows: To what extent do you perceive bullying a problem in your school? Using the responses to Question 4 in the survey, the researcher determined whether a significant relationship exists between frequency of bullying incidents reported in the survey and those reported in state disciplinary records provided from an Arkansas Department of Education public database. Analysis was conducted on responses from participants as whole and through the following categorical variables: region, position, gender, race/ethnicity, and age range. The researcher conducted a Kendall's tau b correlation test on the variables "Question 4" and "Recorded Bullying Incidents" in order to distinguish whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the frequency of bullying incidents perceived by building administrators and school counselors as a whole throughout the state. Upon discovery of significant results, the researcher conducted a comparison of the mean ranks through a Jonckheere-Terpstra test in order to determine

whether a significant difference exists between the ordered levels of the variable "Question 4" on the variable of "Recorded Bulling Incidents." Results of the analysis are provided in Chapter 4.

Research Question 4a: Is there a relationship between administrators' and school counselors' intervention strategies used to address bullying? In the survey, participants were asked the first part of Question 3 as follows: What intervention strategies have you used to address bullying? Using responses to the first part of Question 3 in the survey, this researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding intervention strategies used to address bullying. Using frequencies provided for each intervention strategy listed, this researcher conducted Chi-square tests with the variable of "Position" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within the five different regions of the state. Upon discovery of significant results, the researcher provided the strength of the relationship (effect size) through the use of the phi statistic. Results of the analysis are presented in Chapter 4.

Research Question 4b: Is there a relationship between administrators' and school counselors' intervention strategies that have worked best? In the survey, participants were asked the second part of Question 3 as follows: Which intervention strategies have worked best? Using responses to the second part of Question 3 in the survey, this researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding which intervention strategies used to address bullying worked

best. Using frequencies provided for each intervention strategy listed, this researcher conducted Chi-square tests with the variable of "Position" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within the five different regions of the state. Upon discovery of significant results, the researcher provided the strength of the relationship (effect size) through the use of the phi statistic. Results of the analysis are presented in Chapter 4.

Research Question 4c: Is there a relationship between administrators' and school counselors' level of communication in addressing bullying issues? In the survey, participants were asked Question 8 as follows: Since the beginning of school, how many times have you communicated with your building level administrators/school counselors about bullying prevention and/or the anti-bullying policy in your school? Using responses to Question 8 of the survey, the researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors regarding communication of bully prevention strategies and anti-bullying policies as a whole and within the five different regions of the state. This researcher conducted Kendall's tau b correlation tests on responses for the variables "Question 8" and "Position" to make this determination. Upon discovery of significant results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors for each question aforementioned in this section. Results of the analysis are presented in Chapter 4.

Research Question 4d: Is there a relationship between administrators' and school counselors' level of professional development obtained on bullying prevention? In the survey, participants were asked Question 10 as follows: How many hours of professional development on bullying prevention have you obtained during this school year? Using responses to Question 10 in the survey the researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to level of professional development obtained on bullying prevention strategies. This researcher conducted Kendall's tau b correlation tests on responses for the variables "Question 10" and "Position" to make this determination. Upon discovery of significant results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors for each question aforementioned in this section. Results of the analysis are presented in Chapter 4.

Research Question 5a: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in disciplining identified bullies? In the survey, participants were asked Question 11 as follows: How effective do you feel your school's anti-bullying policy is in disciplining identified bullies? Using responses to Question 11 in the survey the researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of the school anti-bullying policy in disciplining identified bullies. This researcher conducted Kendall's tau b correlation tests on responses for the variables "Question 11" and "Position" to make this determination. Upon discovery of significant

results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors for each question aforementioned in this section. Results of the analysis are presented in Chapter 4.

Research Question 5b: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in reducing bullying incidents? In the survey, participants were asked Question 12 as follows: How effective do you feel your school's anti-bullying policy is in reducing bullying benefits? Using responses to Question 12 in the survey the researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of the school anti-bullying policy in reducing bullying incidents. This researcher conducted Kendall's tau b correlation tests on responses for the variables "Question 12" and "Position" to make this determination. Upon discovery of significant results, the researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of responses from building administrators and school counselors for each question aforementioned in this section. Results of the analysis are presented in Chapter 4.

Data Analysis

The data collected was entered into an Excel spreadsheet and analyzed using PASW Version 18 software. Descriptive statistics (frequencies and means of responses) as well as inferential statistics (correlations and non-parametric analyses) between perceptions of school administrators and school counselors were obtained. Results of the analysis are provided in Chapter 4.

Summary

In order to determine the perceptions of administrators and school counselors on implementation of anti-bullying policies, this study utilized quantitative research methods. A self-administered survey was used for data collection purposes. Research by Fowler (2008) and Maronick (2009) assisted the researcher in survey construction. Data analysis was conducted to determine if there are relationships between administrators' and counselors' responses to the survey.

As designed, this study produced useful knowledge in an important area of interest that could be used in further development of policy or in future research. This research ultimately revealed insight from administrators' and school counselors' perceptions about bullying regarding policy implementation. The chapters which follow will present the findings and analysis of data collected for this study as well as conclusions and implications for further study.

Chapter 4

Results

In this chapter, the researcher will provide the results of the data analysis conducted based upon the measures described in chapter three. As a reminder, the purpose of this study is to examine the school administrators and guidance counselors' perceptions of bullying. Further, the researcher will explore the relationships between bullying policies and implementation.

To support the purpose of this study, the researcher used the following questions:

1. How do administrators and school counselors identify bullying behavior?

2. Is there a relationship between administrators' and school counselors' perceptions of bullying in their school?

3. Is there a relationship between frequency of bullying incidents reported in self-administered survey and in state disciplinary records?

4. Is there a relationship between administrators' and guidance counselors':

    a. intervention strategies used to address bullying?

    b. intervention strategies that have worked best?

    c. level of communication in addressing bullying issues?

    d. level of professional development obtained on bullying prevention?

5. Is there a relationship between administrators' and guidance counselors' perceptions of the effectiveness of the school anti-bullying policy:

    a. in disciplining identified bullies?

    b. in reducing bullying incidents?

This chapter is comprised of nine different sections that describe the findings from data analyses based on the research questions. The researcher provides descriptive findings for each of the dependent variables in association with the two main independent variables (position and region) included in the study. Correlations and inferential statistics among all of the variables based on non-parametric procedures were used to explore if any significant relationship existed between the perceptions of building administrators and school counselors on the implementation of anti-bullying policies in their schools. These results are also presented in this chapter.

Descriptive statistics for each of the independent variables is found in Table 5:

Table 5

Descriptive Statistics for Independent Variables

Independent Variables→	Region	Position	Gender	Race/ Ethnicity	Age Range	Years Educator	Years in Position
N	547	547	547	547	547	547	547
Mean	2.38	1.51	1.69	2.08	3.40	23.34	12.97
Std. Error Mean	.056	.021	.020	.018	.039	.356	.316
Median	2.00	2.00	2.00	2.00	3.00	23.00	12.00
Mode	1	2	2	2	4	15a	12
Std. Deviation	1.316	.500	.462	.412	.906	8.338	7.400
Variance	1.731	.250	.214	.170	.820	69.515	54.754
Range	4	1	1	5	5	39	40
Minimum	1	1	1	1	1	3	1
Maximum	5	2	2	6	6	42	41

a. Multiple modes exist. The smallest value is shown

Research Question 1: Is there a relationship between how building administrators and school counselors identify bullying behavior?

Based on the coding of participant responses, frequencies for Question 1 in the survey are noted in the Table 6 below.

Table 6

Coding Map with Frequencies for Question 1

Definition focuses on the following bullying indicators:	Code	Number	Percent
(1) Behavior intended to harm, disturb, or frighten	1	316	57.8%
(2) Behavior occurs repeatedly over time	2	5	0.9%
(3) Behavior demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one	3	64	11.7%
Response includes both 1 and 2	4	22	4.0%
Response includes both 2 and 3	5	15	2.7%
Response includes both 1 and 3	6	107	19.6%
Response includes all three indicators	7	18	3.3%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlations test on the variables "Bullying Definition" and "Position" in order to distinguish whether a significant relationship exists between building administrators and school counselors as a whole throughout the state. The resulting analysis determined that no significant relationship existed between building administrators and school counselors as a whole throughout the state with regard to the definition of bullying ($R\tau_b = .008$, $p = .838$, $n = 547$).

In order to determine whether a significant relationship exists between building administrators and school counselors within the five different regions of the state, the

researcher split the data file by region and conducted Kendall's tau b correlation tests between the variables "Bullying Definition" and "Position" for each of the five regions of the state. The analysis yielded significant correlations in two regions: Region 1 ($R\tau_b$ = -.142, p = .036, n = 186) and Region 2 ($R\tau_b$ = .183, p = .025, n = 135).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Bullying Definition," the researcher conducted a comparison of the mean ranks through a Mann-Whitney U test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 101.26) and school counselors (M_{R2} = 86.07) was significant (z = -2.095, n_1 = 91, n_2 = 95, p = .036). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 61.29) and school counselors (M_{R2} = 74.42) was significant (z = -2.242, n_1 = 66, n_2 = 69, p = .025). Based on the results of the Mann-Whitney U tests, it can be determined that there is a significant difference in the definition of bullying between building administrators and school counselors in both Region 1 and Region 2, but not in Region 3, Region 4, or Region 5, as shown in Table 7.

Table 7

Summary of Significant Analyses for Question 1

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q1	-----	z = -2.095* $R\tau_b$ = -.142* p = .036	z = -2.242* $R\tau_b$ = .183* p = .025	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Research Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school?

In the survey, participants were asked a variety of questions pertaining to their experiences with bullying incidents in their school. Questions 4, 5, 6, 7, and 9 of the survey (see Appendix B) were used to determine whether a relationship exists between building administrators' and school counselors' perceptions of bullying occurring in their schools. Descriptive statistics for each question are provided in Table 8 below.

Table 8

Descriptive Statistics for Question 2

Dependent Variables	N	Minimum	Maximum	M	SD
Question 4	547	1	5	3.19	.786
Question 5-Student	547	1	5	3.86	.796
Question 5-Parent	547	1	5	3.01	.731
Question 5-Teacher	547	1	5	3.08	.809
Question 5-Admin/Counselor	547	1	5	2.69	.818
Question 6-Victim	547	1	5	3.40	.786
Question 6-Bully	547	1	5	3.29	.850
Question 6-Witness	547	1	5	2.73	.882
Question 6-Non Witness	547	1	5	2.28	.926
Question 7-Physical	547	1	5	2.96	.813
Question 7-Verbal	547	1	5	3.62	.776
Question 7-Social	547	1	5	3.17	.961
Question 7-Cyber	547	1	5	2.32	1.118
Question 9	547	1	5	3.05	1.032

Using responses to the aforementioned questions, this researcher conducted Kendall's tau b correlations tests with the variable of "Position" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within the five different regions of the state. Upon discovery of significant results, the

researcher conducted Mann-Whitney *U* tests to determine whether a significant difference exists between mean ranks of building administrators and school counselors. Results of the analysis are presented below for each survey question associated with this response:

Question 4—To what extent do you perceive bullying a problem in your school?

For Question 4, participants were asked to provide the extent to which they perceived bullying to be a problem in their school. Frequencies for each response to Question 4 are provided in Table 9:

Table 9

Coding Map and Frequencies for Question 4

Response	Code	Number	Percent
Not a problem (never)	1	4	0.7%
A small problem (once or twice a year)	2	88	16.1%
A moderate problem (four to six times a year)	3	283	51.7%
A large problem (more than once a month)	4	145	26.5%
A very large problem (more than once a week)	5	27	4.9%
TOTAL	**--**	**547**	**100%**

The researcher conducted a Kendall's tau b correlation test on the variables "Question 4" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors both as a whole throughout the state. The resulting analysis determined that a significant relationship existed between building administrators and school counselors in Question 4 ($R\tau_b = .311$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors ($n_2$on the variable of "Question 4," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 225.33) and school counselors (M_{R2} = 321.10) was significant (z = -7.737, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which bullying is perceived to be a problem as stated in survey question 4 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine within region results, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "position." The analysis yielded significant correlations in four of the five regions: Region 1 ($R\tau_b$ = .267, $p < .001$, n = 186), Region 2 ($R\tau_b$ = .364, $p < .001$, n = 135), Region 3 ($R\tau_b$ = .361, $p < .001$, n = 112), and Region 5 ($R\tau_b$ = .343, p = .009, n = 54).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 4," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 78.80) and school counselors (M_{R2} = 107.58) was significant (z = -3.901, n_1 = 91, n_2 = 95, $p < .001$). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 54.20) and school counselors (M_{R2} = 81.20) was significant (z = -4.460, n_1 = 66, n_2 = 69, $p < .001$). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 44.70) and school counselors (M_{R2} = 67.48) was significant (z = -4.047, n_1 = 54, n_2 = 58, $p < .001$). In Region 5, the difference between the mean ranks of

building administrators (M_{R1} = 22.31) and school counselors (M_{R2} = 32.69) was significant (z = -2.629, $n_1 = n_2 = 27$, p = .009). Based on the results of the Mann-Whitney U tests, it can be determined that the extent to which bullying is perceived to be a problem as stated in survey question 4 is significantly different between building administrators and school counselors in Region 1, Region 2, Region 3, and Region 5, but not in Region 4 as shown in Table 10.

Table 10

Summary of Significant Analyses for Question 4

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q4	z = -7.737*** Rτb = .311*** p < .001	z = -3.901*** Rτb = .267*** p < .001	z = -4.460*** Rτb = .364*** p < .001	z = -4.047*** Rτb = .361*** p < .001	-----	z = -2.629** Rτb = .343** p = .009

* Significant at the 95% Confidence Interval (p < .05)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Question 5— Think about when you are made aware of a bullying situation. Who is the source? In Question 5, the researcher collected responses from participants regarding four entities from which bullying incidences were reported: students, parents, teachers, and administrators/counselors. For each group, participants were asked to provide the extent to which they perceived bullying incidents to be reported by the four different entities referenced. The researcher conducted an analysis for each of the four different entities.

Students. The frequencies for each response to Question 5-Student are provided in Table 11:

Table 11

Coding Map and Frequencies for Question 5—Students

Response	Code	Number	Percent
Never	1	1	0.2%
Rarely	2	15	2.7%
Sometimes	3	164	30.0%
Often	4	244	44.6%
Very Often	5	123	22.5%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 5-Student" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors as a whole throughout the state. The resulting analysis determined that a significant relationship existed between building administrators and school counselors in Question 5-Student ($R\tau_b = .195$, $p < .001$, $n = 547$)

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 5-Student," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 242.79$) and school counselors ($M_{R2} = 304.20$) was significant ($z = -4.862$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which bullying is perceived to be reported by students as stated in survey question 5 is significantly

different between building administrators and school counselors as a whole throughout the state.

In order to determine within region results, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variable "Question 5-Student" and "position." The analysis yielded significant correlations in three of the five regions: Region 1 ($R\tau_b = .173$, $p = .011$, $n = 186$), Region 2 ($R\tau_b = .271$, $p < .001$, $n = 135$), and Region 5 ($R\tau_b = .279$, $p = .032$, $n = 54$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 5-Student," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 83.82$) and school counselors ($M_{R2} = 102.77$) was significant ($z = -2.534$, $n_1 = 91$ $n_2 = 95$, $p = .011$). In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 57.46$) and school counselors ($M_{R2} = 78.08$) was significant ($z = -3.318$, $n_1 = 66$, $n_2 = 69$, $p = .001$). In Region 5, the difference between the mean ranks of building administrators ($M_{R1} = 23.33$) and school counselors ($M_{R2} = 31.67$) was significant ($z = -2.147$, $n_1 = n_2 = 27$, $p = .032$). Based on the results of the Mann-Whitney *U* tests, it can be determined that the extent to which bullying is perceived to be reported by students as stated in survey question 5 is significantly different between building administrators and school counselors in Region 1, Region 2, and Region 5, but not in Region 3 or Region 4 as shown in Table 12.

Table 12

Summary of Significant Analyses for Question 5-Student

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q5-Student	-----	z = -2.534* $R\tau_b$ = .173* p = .011	z = -3.318*** $R\tau_b$ = .271*** p < .001	-----	-----	z = -2.147* $R\tau_b$ = .279* p = .032

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Parents. The frequencies for each response to Question 5-Parent are provided in Table 13:

Table 13

Coding Map and Frequencies for Question 5-Parent

Response	Code	Number	Percent
Never	1	2	0.4%
Rarely	2	122	22.3%
Sometimes	3	303	55.4%
Often	4	106	19.4%
Very Often	5	14	2.6%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 5-Parent" and "Position" in order to distinguish whether a significant relationship exists between building administrators and school counselors as a whole throughout the state. Results of the analysis determined that no significant relationship existed between building administrators and school counselors as a whole with regard to perception of bullying incidences reported by parents ($R\tau_b$ = -.013, p = .753, n = 547).

In order to determine within region results, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variable "Question 5-Student" and "position." The analysis yielded significant correlations in none of the five regions. Therefore, it can be determined that no significant relationship exists between building administrators and counselors within the five different regions with regard to perception of bullying incidences reported by parents.

Teachers. The frequencies for each response to Question 5-Teacher are provided in Table 14:

Table 14

Coding Map and Frequencies for Question 5-Teacher

Response	Code	Number	Percent
Never	1	11	2.0%
Rarely	2	100	18.3%
Sometimes	3	294	53.7%
Often	4	117	21.4%
Very Often	5	25	4.6%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 5-Teacher" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors as a whole throughout the state. Results of the analysis determined that a significant relationship existed between building administrators and school counselors as a whole throughout the state ($R\tau_b = .099$, $p = .013$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 5-Teacher," the

researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 258.51) and school counselors (M_{R2} = 288.99) was significant (z = -2.477, n_1 = 269, n_2 = 278, p = .013). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which bullying is perceived to be reported by teachers as stated in survey question 5 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine within region results, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 5-Teacher" and "position." The analysis yielded significant correlations in none of the five regions. Therefore, it can be determined that no significant relationship exists between building administrators and counselors within the five different regions in perception of bullying incidences reported by teachers.

Administrators/Counselors. The frequencies for each response to Question 5-Administrators/Counselors are provided in Table 15. The researcher conducted a Kendall's tau b test on the variables "Question 5-Administrator/Counselor" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors in perception of bullying incidences reported by administrators/counselors ($R\tau_b$ = .008, p = .849, n = 547).

Table 15

Coding Map and Frequencies for Question 5-Administrators/Counselors

Response	Code	Number	Percent
Never	1	37	6.8%
Rarely	2	176	32.2%
Sometimes	3	261	47.7%
Often	4	66	12.1%
Very Often	5	7	1.3%
TOTAL	--	547	100%

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variable "Question 5-Student" and "position." The analysis yielded significant correlations in none of the five regions of the state. Therefore, it can be determined that no significant relationship exists between building administrators and school counselors in perception of bullying incidences reported by administrators/counselors in any of the five regions of the state.

Question 6— Since the beginning of this school year, please estimate how often you have dealt with the following: victim of bullying, identified bully, witness to bullying (bystander), and non eye-witness to bullying. In Question 6, the researcher collected responses from participants regarding their involvement with four different groups of individuals that are engaged in bullying or have knowledge of acts of bullying occurring at school: the victims of bullying, identified bullies, witnesses to bullying or bystanders, and non eye-witnesses to bullying. For each group, participants were asked to provide the extent

to which they have dealt with the four different groups referenced. The researcher conducted an analysis for each of the four different groups.

Victims of Bullying. The frequencies for each response to Question 6-Victim are provided in Table 16:

Table 16

Coding Map and Frequencies for Question 6-Victim

Response	Code	Number	Percent
Never	1	2	0.4%
Rarely	2	48	8.8%
Sometimes	3	275	50.3%
Often	4	173	31.6%
Very Often	5	49	9.0%
TOTAL	**--**	**547**	**100%**

The researcher conducted a Kendall's tau b correlation test on the variables "Question 6-Victim" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state ($R\tau_b = .332$, $p < .001$, $n = 547$)

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Victim," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 222.06$) and school counselors ($M_{R2} = 324.26$) was significant ($z = -8.250$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent of

involvement with victims of bullying as stated in survey question 6 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 6-Victim" and "position." The analysis yielded significant correlations in all five regions of the state [Region 1 ($R\tau_b = .343$, $p < .001$, $n = 186$); Region 2 ($R\tau_b = .329$, $p < .001$, $n = 135$); Region 3 ($R\tau_b = .373$, $p < .001$, $n = 112$); Region 4 ($R\tau_b = .225$, $p = .037$, $n = 60$); Region 5 ($R\tau_b = .306$, $p = .021$, $n = 54$)].

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Victim," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 74.96$) and school counselors ($M_{R2} = 111.26$) was significant ($z = -4.970$, $n_1 = 91$, $n_2 = 95$, $p < .001$). In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 55.53$) and school counselors ($M_{R2} = 79.93$) was significant ($z = -4.018$, $n_1 = 66$, $n_2 = 69$, $p < .001$). In Region 3, the difference between the mean ranks of building administrators ($M_{R1} = 44.09$) and school counselors ($M_{R2} = 68.05$) was significant ($z = -4.208$, $n_1 = 54$, $n_2 = 58$, $p < .001$). In Region 4, the difference between the mean ranks of building administrators ($M_{R1} = 26.35$) and school counselors ($M_{R2} = 34.93$) was significant ($z = -2.082$, $n_1 = 31$, $n_2 = 29$, $p = .037$). In Region 5, the difference between the mean ranks of building administrators ($M_{R1} = 23.07$) and school counselors ($M_{R2} = 31.93$) was significant ($z = -2.309$, $n_1 = n_2 = 27$, $p = .021$). Based on the results of the Mann-Whitney *U* tests, it can be

determined that the extent of involvement with victims of bullying as stated in survey question 6 is significantly different between building administrators and school counselors in all five regions of the state as shown in Table 17 below.

Table 17

Summary of Significant Analyses for Question 6-Victim

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q6-Victim	z = -8.250*** $R\tau_b$ = .332*** $p < .001$	z = -4.970*** $R\tau_b$ = .343*** $p < .001$	z = -4.018*** $R\tau_b$ = .329*** $p < .001$	z = -4.208*** $R\tau_b$ = .373*** $p < .001$	z = -2.082* $R\tau_b$ = .225* $p = .037$	z = -2.309* $R\tau_b$ = .306* $p = .021$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Identified Bully. The frequencies for each response to Question 6-Bully are provided in Table 18:

Table 18

Coding Map and Frequencies for Question 6-Bully

Response	Code	Number	Percent
Never	1	4	0.7%
Rarely	2	75	13.7%
Sometimes	3	281	51.4%
Often	4	133	24.3%
Very Often	5	54	9.9%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 6-Bully" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state ($R\tau_b = .187$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Bully," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 244.37$) and school counselors ($M_{R2} = 302.67$) was significant ($z = -4.688$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent of involvement with identified bullies as stated in survey question 6 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variable "Question 6-Bully" and "position." The analysis yielded significant correlations in two of the five regions: Region 1 ($R\tau_b = .179$, $p = .009$, $n = 186$) and Region 3 ($R\tau_b = .301$, $p = .001$, $n = 112$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Bully," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building

administrators (M_{R1} = 83.74) and school counselors (M_{R2} = 102.85) was significant (z = -2.609, n_1 = 91, n_2 = 95, p = .009). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 46.67) and school counselors (M_{R2} = 65.66) was significant (z = -3.391, n_1 = 54, n_2 = 58, p = .001).

Based on the results of the Mann-Whitney U tests, it can be determined that the extent of involvement with identified bullies as stated in survey question 6 is significantly different between building administrators and school counselors in Region 1 and Region 3, but not in Region 2, Region 4, or Region 5, as shown in Table 19:

Table 19

Summary of Significant Analyses for Question 6-Bully

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q6-Bully	z = -4.688*** $R\tau_b$ = .187*** p < .001	z = -2.609** $R\tau_b$ = .179** p = .009	-----	z = -3.391** $R\tau_b$ = .301** p = .001	-----	-----

* Significant at the 95% Confidence Interval (p < .05)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Witness to Bullying (Bystander). The frequencies for each response to Question 6-Witness are provided in Table 20. The researcher conducted a Kendall's tau b correlation test on the variables "Question 6-Witness" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between

building administrators and school counselors as a whole throughout the state ($R\tau_b = .214$, $p < .001$, $n = 547$).

Table 20

Coding Map and Frequencies for Question 6-Witness

Response	Code	Number	Percent
Never	1	36	6.6%
Rarely	2	180	32.9%
Sometimes	3	242	44.2%
Often	4	72	13.2%
Very Often	5	17	3.1%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Witness," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 239.53$) and school counselors ($M_{R2} = 307.36$) was significant ($z = -5.364$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent of involvement with witnesses of bullying (bystanders) as stated in survey question 6 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 6-Witness" and "position." The analysis yielded significant correlations

in three of the five regions: Region 1 ($R\tau_b = .193$, $p = .005$, $n = 186$), Region 2 ($R\tau_b = .338$, $p < .001$, $n = 135$), and Region 3 ($R\tau_b = .179$, $p = .044$, $n = 112$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 6-Witness," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 82.78$) and school counselors ($M_{R2} = 103.77$) was significant ($z = -2.826$, $n_1 = 91$, $n_2 = 95$, $p = .005$). In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 54.51$) and school counselors ($M_{R2} = 80.91$) was significant ($z = -4.210$, $n_1 = 66$, $n_2 = 69$, $p < .001$). In Region 3, the difference between the mean ranks of building administrators ($M_{R1} = 50.56$) and school counselors ($M_{R2} = 62.03$) was significant ($z = -2.010$, $n_1 = 54$, $n_2 = 58$, $p = .044$). Based on the results of the Mann-Whitney *U* tests, it can be determined that the extent of involvement with witnesses of bullying or bystanders as stated in survey question 6 is significantly different between building administrators and school counselors in Region 1, Region 2, and Region 3, but not in Region 4 or Region 5 as shown in Table 21.

Table 21

Summary of Significant Analyses for Question 6-Witness

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q6-Witness	z = -5.364*** $R\tau_b$ = .214*** $p < .001$	z = -2.826** $R\tau_b$ = .193** $p = .005$	z = -4.210*** $R\tau_b$ = .338*** $p < .001$	z = -2.010* $R\tau_b$ = .179* $p = .044$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Non Eye-Witnesses to Bullying. The frequencies for each response to Question 6-Non Witness are provided in Table 22:

Table 22

Coding Map and Frequencies for Question 6-Non Witness

Response	Code	Number	Percent
Never	1	110	20.1%
Rarely	2	229	41.9%
Sometimes	3	167	30.5%
Often	4	27	4.9%
Very Often	5	14	2.6%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 6-Non Witness" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the

analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .282$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Physical," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 228.09$) and school counselors ($M_{R2} = 318.42$) was significant ($z = -7.084$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent of involvement with non eye-witnesses of bullying as stated in survey question 6 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 6-Non Witness" and "position." The analysis yielded significant correlations in three of the five regions: Region 1 ($R\tau_b = .308$, $p < .001$, $n = 186$), Region 2 ($R\tau_b = .344$, $p < .001$, $n = 135$), and Region 3 ($R\tau_b = .296$, $p = .001$, $n = 112$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Physical," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 76.15$) and school counselors ($M_{R2} = 110.12$) was significant ($z = -4.525$, $n_1 = 91$, $n_2 = 95$, $p < .001$). In Region 2, the difference between the mean ranks of

building administrators (M_{R1} = 54.40) and school counselors (M_{R2} = 81.01) was significant (z = -4.234, n_1 = 66, n_2 = 69, $p < .001$). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 46.31) and school counselors (M_{R2} = 65.98) was significant (z = -3.368, n_1 = 54, n_2 = 58, $p = .001$).

Based on the results of the Mann-Whitney U tests, it can be determined that the extent of involvement with non eye-witnesses of bullying as stated in survey question 6 is significantly different between building administrators and school counselors in Region 1, Region 2, and Region 3, but not in Region 4 or Region 5 as shown in Table 23:

Table 23

Summary of Significant Analyses for Question 6-Non Witness

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q6-Non Witness	z = -7.084 *** $R\tau_b$ = .282*** $p < .001$	z = -4.525 *** $R\tau_b$ = .308*** $p < .001$	z = -4.234*** $R\tau_b$ = .344*** $p < .001$	z = -3.368 ** $R\tau_b$ = .296** $p = .001$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Question 7—Please indicate how often the various kinds of bullying have been brought to your attention: physical bullying, verbal bullying, social bullying, and cyberbullying. In Question 7, the researcher collected responses from participants regarding their experiences with the four different kinds of bullying: physical bullying, verbal bullying, social bullying, and cyberbullying. For each of the four different kinds of bullying, participants were asked to provide the extent to which the kind of bullying has been brought to their attention. The researcher conducted an analysis for each of the four different kinds of bullying aforementioned.

Physical Bullying. The frequencies for each response to Question 7-Physical are provided in Table 24:

Table 24

Coding Map and Frequencies for Question 7-Physical

Response	Code	Number	Percent
Never	1	16	2.9%
Rarely	2	127	23.2%
Sometimes	3	281	51.4%
Often	4	107	19.6%
Very Often	5	16	2.9%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 7-Physical" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .162$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Physical," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 248.42) and school counselors (M_{R2} = 298.75) was significant (z = -4.052, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which physical bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 7-Physical" and "position." The analysis yielded significant correlations in three of the five regions: Region 2 ($R\tau_b$ = .176, p = .031, n = 135), Region 3 ($R\tau_b$ = .230, p = .009, n = 112), and Region 5 ($R\tau_b$ = .258, p = .046, n = 54).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Physical," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 61.32) and school counselors (M_{R2} = 74.39) was significant (z = -2.162, n_1 = 66, n_2 = 69, p = .031). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 48.66) and school counselors (M_{R2} = 63.80) was significant (z = -2.616, n_1 = 54, n_2 = 58, p = .009). In Region 4, the difference between the mean ranks of building administrators (M_{R1} = 23.54) and school counselors (M_{R2} = 31.46) was significant (z

= -1.997, $n_1 = n_2 = 27$, $p = .046$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which physical bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors in Region 2, Region 3, and Region 4, but not in Region 1 or Region 5, as shown in Table 25:

Table 25

Summary of Significant Analyses for Question 7-Physical

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q7-Physical	$z =$ -4.052 *** $R\tau_b =$ .162*** $p < .001$	-----	$z =$ -2.162* $R\tau_b =$ .176* $p = .031$	$z =$ -2.616** $R\tau_b =$ .230** $p = .009$	$z =$ -1.997* $R\tau_b =$ .258* $p = .046$	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Verbal Bullying. The frequencies for each response to Question 7-Verbal are provided in Table 26. The researcher conducted a Kendall's tau b correlation test on the variables "Question 7-Verbal" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .353$, $p < .001$, $n = 547$).

Table 26

Coding Map and Frequencies for Question 7-Verbal

Response	Code	Number	Percent
Never	1	1	0.2%
Rarely	2	24	4.4%
Sometimes	3	228	41.7%
Often	4	221	40.4%
Very Often	5	73	13.3%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Verbal," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 218.26) and school counselors (M_{R2} = 327.93) was significant (z = -8.753, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which verbal bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 7-Verbal" and "position." The analysis yielded significant correlations in all five regions in the state [Region 1 ($R\tau_b$ = .377, $p < .001$, n = 186); Region 2 ($R\tau_b$ = .348, $p < .001$, n = 135); Region 3 ($R\tau_b$ = .348, $p < .001$, n = 112); Region 4 ($R\tau_b$ = .320, p = .010, n = 60); Region 5 ($R\tau_b$ = .360, p = .007, n = 54)].

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Verbal," the

researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 73.10) and school counselors (M_{R2} = 113.04) was significant (z = -5.448, n_1 = 91, n_2 = 95, $p < .001$). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 54.38) and school counselors (M_{R2} = 81.03) was significant (z = -4.273, n_1 = 66, n_2 = 69, $p < .001$). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 44.98) and school counselors (M_{R2} = 67.22) was significant (z = -3.897, n_1 = 54, n_2 = 58, $p < .001$). In Region 4, the difference between the mean ranks of building administrators (M_{R1} = 25.26) and school counselors (M_{R2} = 36.10) was significant (z = -2.593, n_1 = 31, n_2 = 29, p = .010). In Region 5, the difference between the mean ranks of building administrators (M_{R1} = 22.33) and school counselors (M_{R2} = 32.67) was significant (z = -2.702, $n_1 = n_2$ = 27, p = .007).

Based on the results of the Mann-Whitney *U* test, it can be determined that the extent which verbal bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors in all five regions of the state, as shown in Table 27:

Table 27

Summary of Significant Analyses for Question 7-Verbal

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q7-Verbal	z = -8.753*** $R\tau_b$ = .353*** $p < .001$	z = -5.448*** $R\tau_b$ = .377*** $p < .001$	z = -4.273*** $R\tau_b$ = .348*** $p < .001$	z = -3.897*** $R\tau_b$ = .348*** $p < .001$	z = -2.593* $R\tau_b$ = .320* $p = .010$	z = -2.702** $R\tau_b$ = .360** $p = .007$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Social Bullying. The frequencies for each response to Question 7-Social are provided in Table 28:

Table 28

Coding Map and Frequencies for Question 7-Social

Response	Code	Number	Percent
Never	1	13	2.4%
Rarely	2	126	23.0%
Sometimes	3	214	39.1%
Often	4	145	26.5%
Very Often	5	49	9.0%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 7-Social" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .416$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Social," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 204.77$) and school counselors ($M_{R2} = 340.99$) was significant ($z = -10.573$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which social bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 7-Social" and "position." The analysis yielded significant correlations in all five regions of the state [Region 1 ($R\tau_b = .451$, $p < .001$, $n = 186$); Region 2 ($R\tau_b = .495$, $p < .001$, $n = 135$); Region 3 ($R\tau_b = .380$, $p < .001$, $n = 112$); Region 4 ($R\tau_b = .309$, $p = .010$, $n = 60$); Region 5 ($R\tau_b = .270$, $p = .039$, $n = 54$)].

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Social," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using

the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 67.70) and school counselors (M_{R2} = 118.22) was significant (z = -6.682, n_1 = 91, n_2 = 95, p < .001). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 47.67) and school counselors (M_{R2} = 87.45) was significant (z = -6.238, n_1 = 66, n_2 = 69, p < .001). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 43.25) and school counselors (M_{R2} = 68.84) was significant (z = -4.353, n_1 = 54, n_2 = 58, p < .001). In Region 4, the difference between the mean ranks of building administrators (M_{R1} = 25.15) and school counselors (M_{R2} = 36.22) was significant (z = -2.571, n_1 = 31, n_2 = 29, p = .010). In Region 5, the difference between the mean ranks of building administrators (M_{R1} = 23.44) and school counselors (M_{R2} = 31.56) was significant (z = -2.066, $n_1 = n_2$ = 27, p = .039. Based on the results of the Mann-Whitney U test, it can be determined that the extent to which social bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors in all five regions of the state, as shown in Table 29:

Table 29

Summary of Significant Analyses for Question 7-Social

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q7-Social	z = -10.573*** $R\tau_b$ = .416*** p < .001	z = -6.682*** $R\tau_b$ = .451*** p < .001	z = -6.238*** $R\tau_b$ = .495*** p < .001	z = -4.353*** $R\tau_b$ = .380*** p < .001	z = -2.571* $R\tau_b$ = .309* p = .010	z = -2.066* $R\tau_b$ = .270* p = .039

* Significant at the 95% Confidence Interval (p < .05)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Cyber Bullying

The frequencies for each response to Question 7-Cyber are provided in Table 30:

Table 30

Coding Map and Frequencies for Question 7-Cyber

Response	Code	Number	Percent
Never	1	173	31.6%
Rarely	2	125	22.9%
Sometimes	3	164	30.0%
Often	4	73	13.3%
Very Often	5	12	2.2%
TOTAL	--	547	100%

The researcher conducted a Kendall's tau b correlation test on the variables "Question 7-Cyber" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .278$, $p < .001$, $n = 547$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Cyber," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators ($M_{R1} = 227.01$) and school counselors ($M_{R2} = 319.47$) was significant ($z = -7.105$, $n_1 = 269$, $n_2 = 278$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which cyber bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 7-Cyber" and "position." The analysis yielded significant correlations in four of the five regions: Region 1 ($R\tau_b = .278$, $p < .001$, $n = 186$), Region 2 ($R\tau_b = .323$, $p < .001$, $n = 135$), Region 3 ($R\tau_b = .286$, $p = .001$, $n = 112$), and Region 5 ($R\tau_b = .262$, $p < .001$, $n = 54$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 7-Cyber," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 77.28$) and school counselors ($M_{R2} = 109.04$) was significant ($z = -4.155$, $n_1 = 91$, $n_2 = 95$, $p < .001$. In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 54.48$) and school counselors ($M_{R2} = 80.93$) was significant ($z = -4.087$, $n_1 = 66$, $n_2 = 69$, $p < .001$). In Region 3, the difference between the mean ranks of building administrators ($M_{R1} = 46.67$) and school counselors ($M_{R2} = 65.66$) was significant ($z = -3.260$, $n_1 = 54$, $n_2 = 58$, $p = .001$). In Region 5, the difference between the mean ranks of building administrators ($M_{R1} = 23.24$) and school counselors ($M_{R2} = 31.76$) was significant ($z = -2.077$, $n_1 = n_2 = 27$, $p = .038$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which cyber bullying has been broached as stated in survey question 7 is significantly different between building administrators and school counselors in Region 1, Region 2, Region 3, and Region 5, but not in Region 4, as shown in Table 31:

Table 31

Summary of Significant Analyses for Question 7-Cyber

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q7-Cyber	z = -7.105*** $R\tau_b$ = .278*** $p < .001$	z = -4.155*** $R\tau_b$ = .278*** $p < .001$	z = -4.087*** $R\tau_b$ = .323*** $p < .001$	z = -3.260** $R\tau_b$ = .286** $p = .001$	-----	z = -2.077** $R\tau_b$ = .262** $p = .038$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Question 9—What percent of all bullying incidents taking place in your school do you believe are reported to appropriate school officials (i.e., teachers, administrators, counselors)? For Question 9, participants were asked to provide the percent to which they perceived bullying incidents taking place at school are reported to appropriate officials. Frequencies for each response to Question 9 are provided in Table 32. The researcher conducted Kendall's tau b correlation tests on the variables "Question 9" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors both as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = -.250$, $p < .001$, $n = 547$).

Table 32

Coding Map and Frequencies for Question 9

Response	Code	Number	Percent
Less than 10%	1	39	7.1%
10% to 25%	2	128	23.4%
26% to 50%	3	183	33.5%
51% to 75%	4	163	29.8%
76% to 100%	5	34	6.2%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 9," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 316.14) and school counselors (M_{R2} = 233.23) was significant (z = -6.385, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann Whitney *U* test, it can be determined that the extent to which bullying is perceived to be reported to proper school authorities as stated in survey question 9 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine within region results, the researcher split the data file by region and conducted Kendall's tau b correlation between the variable "Question 9" and "position." The analysis yielded significant correlations in three of the five regions: Region 1 ($R\tau_b$ = -.326, $p < .001$, n = 186), Region 2 ($R\tau_b$ = -.290, $p < .001$, n = 135), and Region 3 ($R\tau_b$ = -.211, p = .015, n = 112).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 9," the researcher

conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 112.51) and school counselors (M_{R2} = 75.29) was significant (z = -4.882, n_1 = 91, n_2 = 95, $p < .001$). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 79.92) and school counselors (M_{R2} = 56.60) was significant (z = -3.640, n_1 = 66, n_2 = 69, $p < .001$). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 63.91) and school counselors (M_{R2} = 49.60) was significant (z = -2.430, n_1 = 54, n_2 = 58, $p = .015$). Based on the results of the Mann-Whitney *U* tests, it can be determined that the extent to which bullying is perceived to be reported to appropriate school officials as stated in survey question 9 is significantly different between building administrators and school counselors in Region 1, Region 2, and Region 3, but not in Region 4 and Region 5, as shown in Table 33:

Table 33

Summary of Significant Analyses for Question 9

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q9	z = -6.385*** $R\tau_b$ = -.250*** $p < .001$	z = -4.882*** $R\tau_b$ = -.326*** $p < .001$	z = -3.640*** $R\tau_b$ = -.290*** $p < .001$	z = -2.430* $R\tau_b$ = -.211* $p = .015$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Summary of Research Question 2

Table 34 below depicts a summary of the significant relationships and degree of difference among the subparts of Research Question 2 as depicted in the data analysis:

Table 34

Summary of Significant Relationships for Research Question 2

DV	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q4	z = -7.737*** $R\tau_b$ = .311*** $p < .001$	z = -3.901*** $R\tau_b$ = .267*** $p < .001$	z = -4.460*** $R\tau_b$ = .364*** $p < .001$	z = -4.047*** $R\tau_b$ = .361*** $p < .001$	-----	z = -2.629** $R\tau_b$ = .343** $p = .009$
Q5-Students	z = -4.862*** $R\tau_b$ = .195*** $p < .001$	z = -2.534* $R\tau_b$ = .173* $p = .011$	z = -3.318** $R\tau_b$ = .271** $p = .001$	-----	-----	z = -2.147* $R\tau_b$ = .279* $p = .032$
Q5-Parents	-----	-----	-----	-----	-----	-----
Q5-Teachers	z = -2.477* $R\tau_b$ = .099* $p = .013$	-----	-----	-----	-----	-----
Q5-Ad/Coun	-----	-----	-----	-----	-----	-----
Q 6-Victim	z = -8.250*** $R\tau_b$ = .332*** $p < .001$	z = -4.970*** $R\tau_b$ = .343*** $p < .001$	z = -4.018*** $R\tau_b$ = .329*** $p < .001$	z = -4.208*** $R\tau_b$ = .373*** $p < .001$	z = -2.082* $R\tau_b$ = .255* $p = .037$	z = -2.309* $R\tau_b$ = .306* $p = .021$
Q6-Bully	z = -4.688*** $R\tau_b$ = .187*** $p < .001$	z = -2.609** $R\tau_b$ = .179** $p = .009$	-----	z = -3.391** $R\tau_b$ = .301** $p = .001$	-----	-----
Q6-Witness	z = -5.364*** $R\tau_b$ = .214*** $p < .001$	z = -2.826** $R\tau_b$ = .193** $p = .005$	z = -4.210*** $R\tau_b$ = .338*** $p < .001$	z = -2.010* $R\tau_b$ = .179* $p = .044$	-----	-----

(table continues)

Table 34 (continued)

Summary of Significant Relationships for Research Question 2

DV	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q6-Non Witness	z = -7.084*** $R\tau_b$ = .282*** p < .001	z = -4.525*** $R\tau_b$ = .308*** p < .001	z = -4.234*** $R\tau_b$ = .344*** p < .001	z = -3.368** $R\tau_b$ = .296** p = .001	-----	-----
Q7-Physical Bullying	z = -4.052*** $R\tau_b$ = .162*** p < .001	-----	z = -2.162* $R\tau_b$ = .176* p = .031	z = -2.616** $R\tau_b$ = .230** p = .009	-----	z = -1.997* $R\tau_b$ = .258* p = .046
Q7-Verbal Bullying	z = -8.753*** $R\tau_b$ = .353*** p < .001	z = -5.448*** $R\tau_b$ = .377*** p < .001	z = -4.273*** $R\tau_b$ = .348*** p < .001	z = -3.897*** $R\tau_b$ = .348*** p < .001	z = -2.593* $R\tau_b$ = .320* p = .010	z = -2.702** $R\tau_b$ = .360** p = .007
Q7-Social Bullying	z = -10.573*** $R\tau_b$ = .416*** p < .001	z = -6.682*** $R\tau_b$ = .451*** p < .001	z = -6.238*** $R\tau_b$ = .495*** p < .001	z = -4.353*** $R\tau_b$ = .380*** p < .001	z = -2.571* $R\tau_b$ = .309* p = .010	z = -2.066* $R\tau_b$ = .270* p = .039
Q7-Cyber Bullying	z = -7.105*** $R\tau_b$ = .278*** p < .001	z = -4.155*** $R\tau_b$ = .278*** p < .001	z = -4.087*** $R\tau_b$ = .323*** p < .001	z = -3.260** $R\tau_b$ = .286** p = .001	-----	z = -2.077* $R\tau_b$ = .262* p = .038
Q9	z = -6.385*** $R\tau_b$ = -.250*** p < .001	z = -4.882*** $R\tau_b$ = -.326*** p < .001	z = -3.640*** $R\tau_b$ = -.290*** p < .001	z = -2.430* $R\tau_b$ = -.211* p = .015	-----	-----

* Significant at the 95% Confidence Interval (p < .05)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Research Question 3: Is there a relationship between frequency of bullying incidents reported in a self-administered survey and in state disciplinary records?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools:

Question 4—To what extent do you perceive bullying a problem in your school?

Responses to Question 4 were used to determine whether a significant relationship exists between frequency of bullying incidents reported in the survey and those reported in state disciplinary records provided from an Arkansas Department of Education public database. Analysis was conducted on responses from participants as whole and through the following categorical variables: region, position, gender, race/ethnicity, and age range. Descriptive statistics for the variables "Question 4" and "Recorded Bullying Incidents" are provided in Table 35 below.

Table 35

Descriptive Statistics for Research Question 3

	N	M	SD	Min	Max
Recorded Bullying Incidents	547	9.17	17.122	0	200
Question 4	547	3.19	.786	1	5

The frequencies for "Recorded Bullying Incidents" are provided in Table 36:

Table 36

Frequencies for Question 4 and Recorded Bullying Incidents

Response	Code	Number	Percent	Mean
Not a problem (never)	1	4	0.8%	10.50
A small problem (once or twice a year)	2	88	16.1%	9.49
A moderate problem (four to six times a year)	3	283	51.7%	8.36
A large problem (more than once a month)	4	145	26.5%	9.50
A very large problem (more than once a week)	5	27	4.9%	9.85
TOTAL	--	547	100%	8.94

The researcher conducted a Kendall's tau b correlation test on the variables "Question 4" and "Recorded Bullying Incidents" in order to distinguish whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by building administrators and school counselors as a whole throughout the state. Results of the analysis determined that a significant relationship exists between the two groups ($R\tau_b = .072$, $p = .034$, $n = 547$).

In order to determine whether a significant difference exists between the ordered levels of the variable "Question 4" on the variable of "Recorded Bulling Incidents," the researcher conducted a comparison of the mean ranks through a Jonckheere-Terpstra test. The difference between the mean ranks of each of the categories in "Question 4" was significant ($T_{JT} = 2.123$, $p = .034$, $n = 547$) when compared to the variable "Recorded Bullying Incidents." Based on the results of the Jonckheere-Terpstra test, it can be determined that a significant difference exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by all participants.

Region. In order to determine whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by building administrators and school counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "Recorded Bullying Incidents." The analysis yielded significant correlations in none of the five regions. Therefore, it can be determined that no significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by building administrators and school counselors in any of the five different regions of the state.

Position. In order to determine whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by either building administrators or school counselors as a whole throughout the state, the researcher split the data file by position and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "Recorded Bullying Incidents." The analysis yielded significant correlations within school counselors as a whole ($R\tau_b = .104$, $p = .031$, $n = 278$).

In order to determine whether a significant difference exists between the ordered levels of the variable "Question 4" on the variable of "Recorded Bulling Incidents" with school counselors as a whole, the researcher conducted a comparison of the mean ranks through a Jonckheere-Terpstra test. The difference between the mean ranks of each of the categories in "Question 4" was significant ($T_{JT} = 2.162$, $p = .031$). Based on the results of the Jonckheere-Terpstra test, it can be determined a significant difference exists between the frequency of

bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by school counselors as a whole throughout the state.

Gender. In order to determine whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by male and female participants, the researcher split the data file by gender and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "Recorded Bullying Incidents." The analysis yielded significant correlations in neither male nor female participants. Therefore, it can be determined that no significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by both male and female participants.

Race/Ethnicity. In order to determine whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by participants of different race/ethnicity, the researcher split the data file by race/ethnicity and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "Recorded Bullying Incidents." The analysis yielded significant correlations in no racial/ethnic group. Therefore, it can be determined that no significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by participants of different race/ethnicity.

Age Range. In order to determine whether a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by participants in different age ranges, the

researcher split the data file by age range and conducted a Kendall's tau b test for correlation between the variables "Question 4" and "Recorded Bullying Incidents." The analysis yielded significant correlations within participants in ages 30-39 ($R\tau_b = .253$, $p = .003$, $n = 278$).

In order to determine whether a significant difference exists between the ordered levels of the variable "Question 4" on the variable of "Recorded Bulling Incidents" in Age Range 2 ($n_2 = 84$), the researcher conducted a comparison of the mean ranks through a Jonckheere-Terpstra test. The difference between the mean ranks of each of the categories in "Question 4" was significant ($T_{JT} = 2.948$, $p = .003$) when compared to the variable "Recorded Bullying Incidents." Based on the results of the Jonckheere-Terpstra test, it can be determined a significant difference exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by participants ages 30-39.

Summary of Research Question 3. Table 37 below depicts a summary of the significant relationships and degree of difference among the subparts of Research Question 3 as depicted in the data analysis:

Table 37

Summary of Significant Relationships for Research Question 3

Variable	Statewide					
Q4	T_{JT} = 2.123* $R\tau_b$ = .072* p = .034					
Region	Region 1	Region 2	Region 3	Region 4	Region 5	
Q4	-----	-----	-----	-----	-----	
Position	Building Administrators			School Counselors		
Q4	-----			T_{JT} = 2.162* $R\tau_b$ = .104* p = .031		
Gender	Male			Female		
Q4	-----			-----		
Race/Eth	Hispanic	Caucasian	African	Asian/PI	Native	Two or
Q4	-----	-----	-----	-----	-----	-----
Age	20-29	30-39	40-49	50-59	60-69	70+
Q4	-----	T_{JT} = 2.948** $R\tau_b$ = .253** p = .003	-----	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Research Question 4a: Is there a relationship between administrator's and school counselors' intervention strategies used to address bullying?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 3a—What intervention strategies have you used to address bullying? Responses to Question 3a were used to determine whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding intervention strategies used to address bullying. Descriptive statistics for responses to Question 3a are provided in Table 38:

Table 38

Descriptive Statistics for Question 3a

	N	Range	Min	Max	M	SD
3a-1	547	1	0	1	.67	.472
3a-2	547	1	0	1	.76	.428
3a-3	547	1	0	1	.13	.338
3a-4	547	1	0	1	.69	.461
3a-5	547	1	0	1	.68	.468
3a-6	547	1	0	1	.82	.381
3a-7	547	1	0	1	.71	.453
3a-8	547	1	0	1	.70	.459
3a-9	547	1	0	1	.88	.324
3a-10	547	1	0	1	.60	.490
3a-11	547	1	0	1	.84	.364
3a-12	547	1	0	1	.36	.481

Using frequencies provided for each intervention strategy listed, this researcher conducted Chi-square tests with the variable of "Position" in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within the five different regions of the state. Upon discovery of significant results, the researcher provided the strength of the relationship (effect size) through the use of the phi statistic. Results of the analysis are presented below for each intervention strategy listed:

Intervention 1: Classroom-based bully prevention program for all students. The frequencies for each response to Intervention 1 in Question 3a are provided in Table 39:

Table 39

Coding Map and Frequencies for Question 3a-Intervention 1

Response	Code	Number	Percent
Not Used	0	183	33.5%
Used	1	364	66.5%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-1" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state ($\chi^2 = 14.497$, df = 1, $n_1 = 158$, $n_2 = 206$, $\varphi = .163$, $p < .001$). Based on these results, it can be determined that the use of a classroom-based bully

prevention program for all students is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-1" and "Position." The analysis yielded significant relationships in two of the five regions: Region 1 ($\chi^2 = 6.663$, df = 1, $n_1 = 55$, $n_2 = 74$, $\varphi = .189$, p = .010) and Region 2 ($\chi^2 = 3.924$, df = 1, $n_1 = 36$, $n_2 = 49$, $\varphi = .170$, p = .048). Therefore, with regard to the use of a classroom-based bully prevention program for all students, it can be determined that a significant relationship exists between building administrators and school counselors in Region 1 and Region 2, but not in Region 3, Region 4, and Region 5 as shown in Table 40:

Table 40

Summary of Significant Analyses for Question 3a-Intervention 1

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-1	$\chi^2 = 14.497$*** $\varphi = .163$*** $p < .001$	$\chi^2 = 6.663$* $\varphi = .189$* $p = .010$	$\chi^2 = 3.924$* $\varphi = .170$* $p = .048$	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 2: Character education program activities for all students. The frequencies for each response to Intervention 2 in Question 3a are provided in Table 41:

Table 41

Coding Map and Frequencies for Question 3a-Intervention 1

Response	Code	Number	Percent
Not Used	0	132	24.1%
Used	1	415	75.9%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-2" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 4.064$, df = 1, $n_1 = 194$, $n_2 = 221$, $\varphi = .086$, $p = .044$). Based on these results, it can be determined that the use of character education program activities for all students is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-2" and "Position." The analysis yielded significant relationships in none of the five regions. Therefore, with regard to the use of character education program activities for all students, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state as shown in Table 42:

Table 42

Summary of Significant Analyses for Question 3a-Intervention 2

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Question 3a-2	$\chi^2 = 4.064$* $\varphi = .086$* $p = .044$	-----	-----	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 3: Bully prevention rallies or awareness campaigns. The frequencies for each response to Intervention 3 in Question 3a are provided in Table 43:

Table 43

Coding Map and Frequencies for Question 3a-Intervention 3

Response	Code	Number	Percent
Not Used	0	475	86.8%
Used	1	72	13.2%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-3" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors as a whole throughout the state ($\chi^2 = .371$, df = 1, $n_1 = 33$, $n_2 = 39$, $\varphi = .026$, $p = .542$). Based on these results, it can be determined that the use of bully prevention rallies and

awareness campaigns for all students is not significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-3" and "Position." The analysis yielded significant relationships in none of the five regions. Therefore, with regard to the use of bully prevention rallies and awareness campaigns for all students, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 4: Small group discussion with victims of bullying. The frequencies for each response to Intervention 4 in Question 3a are provided in Table 44:

Table 44

Coding Map and Frequencies for Question 3a-Intervention 4

Response	Code	Number	Percent
Not Used	0	167	30.5%
Used	1	380	69.5%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-4" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 13.622$, df = 1, $n_1 = 167$, $n_2 = 213$, $\varphi = .158$, $p < .001$).

Based on these results, it can be determined that the use of small group discussion with victims of bullying is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-4" and "Position." The analysis yielded significant relationships in one of the five regions: Region 3 ($\chi^2 = 6.663$, df = 1, $n_1 = 26$, $n_2 = 45$, $\varphi = .305$, p = .001). Based on these results, it can be determined that the use of small group discussion with victims of bullying is significantly different between building administrators and school counselors in Region 3. Therefore, with regard to the use of small group discussion with victims of bullying, it can be determined that a significant relationship exists between building administrators and school counselors in Region 3, but not in Region 1, Region 2, Region 4, and Region 5, as shown in Table 45.

Table 45

Summary of Significant Analyses for Question 3a-Intervention 4

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-4	$\chi^2 = 13.622$*** $\varphi = .158$*** $p < .001$	-----	-----	$\chi^2 = 6.663$** $\varphi = .305$** $p = .001$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 5: Small group discussion with identified bullies. The frequencies for each response to Intervention 5 in Question 3a are provided in Table 46:

Table 46

Coding Map and Frequencies for Question 3a-Intervention 5

Response	Code	Number	Percent
Not Used	0	177	32.4%
Used	1	370	67.6%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-5" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 6.509$, df = 1, $n_1 = 168$, $n_2 = 202$, $\varphi = .109$, p = .011). Based on these results, it can be determined that the use of small group discussion for identified bullies is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-5" and "Position." The analysis yielded significant relationships in one of the five regions: Region 3 ($\chi^2 = 8.160$, df = 1, $n_1 = 28$, $n_2 = 45$, $\varphi = .270$, p = .004). Based on these results, it can be determined that the use of small group discussion for identified bullies is significantly different between building administrators and school counselors in Region 3.

Therefore, with regard to the use of small group discussion with identified bullies, it can be determined that a significant relationship exists between building administrators and school counselors in Region 3, but not in Region 1, Region 2, Region 4, and Region 5, as shown in Table 47:

Table 47

Summary of Significant Analyses for Question 3a-Intervention 5

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-5	$\chi^2 = 6.509$* $\varphi = .109$* $p = .011$	-----	-----	$\chi^2 = 8.160$** $\varphi = .270$** $p = .004$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 6: Individualized support for victims of bullying. The frequencies for each response to Intervention 6 in Question 3a are provided in Table 48:

Table 48

Coding Map and Frequencies for Question 3a-Intervention 6

Response	Code	Number	Percent
Not Used	0	96	17.6%
Used	1	451	82.4%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-6" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 24.001$, df = 1, $n_1 = 200$, $n_2 = 251$, $\varphi = .209$, $p < .001$). Based on these results, it can be determined that the use of individualized support for victims of bullying is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-6" and "Position." The analysis yielded significant relationships in four of the five regions: Region 1 ($\chi^2 = 5.271$, df = 1, $n_1 = 70$, $n_2 = 85$, $\varphi = .168$, $p = .022$), Region 3 ($\chi^2 = 6.589$, df = 1, $n_1 = 38$, $n_2 = 52$, $\varphi = .243$, $p = .010$), Region 4 ($\chi^2 = 4.904$, df = 1, $n_1 = 22$, $n_2 = 27$, $\varphi = .286$, $p = .027$), and Region 5 ($\chi^2 = 6.750$, df = 1, $n_1 = 21$, $n_2 = 27$, $\varphi = .354$, $p = .009$). Based on these results, it can be determined that the use of individualized support for victims of bullying is significantly different between building administrators and school counselors in Region 1, Region 3, Region 4, and Region 5.

Therefore, with regard to the use of individualized support for victims of bullying, it can be determined that a significant relationship exists between building administrators and school counselors in Region 1, Region 3, Region 4, and Region 5, but not in Region 2 as shown in Table 49:

Table 49

Summary of Significant Analyses for Question 3a-Intervention 6

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-6	χ^2 = 24.001*** φ = .209*** $p < .001$	χ^2 = 5.271* φ = .168* $p = .022$	-----	χ^2 = 6.589** φ = .243** $p = .010$	χ^2 = 4.904* φ = .286* $p = .027$	χ^2 = 6.750** φ = .354** $p = .009$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 7: Individualized support for identified bullies. The frequencies for each response to Intervention 7 in Question 3a are provided in Table 50.

Table 50

Coding Map and Frequencies for Question 3a-Intervention 7

Response	Code	Number	Percent
Not Used	0	157	28.7%
Used	1	390	71.3%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-7" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 14.001$, df = 1, $n_1 = 172$, $n_2 = 218$, φ = .160, $p < .001$). Based on these results, it can be determined that the use of individualized support for

identified bullies is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1 and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-7" and "Position." The analysis yielded significant relationships in one of the five regions: Region 1 ($\chi^2 = 6.001$, df = 1, $n_1 = 57$, $n_2 = 75$, $\varphi = .180$, $p = .014$). Based on these results, it can be determined that the use of individualized support for identified bullies is significantly different between building administrators and school counselors in Region 1. Therefore, with regard to the use of individualized support for identified bullies, it can be determined that a significant relationship exists between building administrators and school counselors in Region 1 but not in Region 2, Region 3, Region 4, and Region 5, as shown in Table 51:

Table 51

Summary of Significant Analyses for Question 3a-Intervention 7

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-7	$\chi^2 = 14.001$*** $\varphi = .160$*** $p < .001$	$\chi^2 = 6.001$* $\varphi = .180$* $p = .014$	-----	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 8: Mediation activity with bully and victim (i.e., conflict resolution). The frequencies for each response to Intervention 8 in Question 3a are provided in Table 52:

Table 52

Coding Map and Frequencies for Question 3a-Intervention 8

Response	Code	Number	Percent
Not Used	0	165	30.2%
Used	1	382	69.8%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-8" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 15.106$, df = 1, $n_1 = 167$, $n_2 = 215$, $\varphi = .166$, $p < .001$). Based on these results, it can be determined that the use of a mediation activity with bully and victim is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-8" and "Position." The analysis yielded significant relationships in three of the five regions: Region 1 ($\chi^2 = 6.492$, df = 1, $n_1 = 61$, $n_2 = 79$, $\varphi = .187$, $p = .011$), Region 2 ($\chi^2 = 3.924$, df = 1, $n_1 = 36$, $n_2 = 49$, $\varphi = .170$, $p = .048$), and Region 3 ($\chi^2 = 6.050$, df = 1, $n_1 = 29$, $n_2 = 44$, $\varphi = .232$, $p = .014$). Based on these results, it can be determined that the use of a

mediation activity with bully and victim is significantly different between building administrators and school counselors in Region 1, Region 2, and Region 3. Therefore, with regard to the use of a mediation activity with bully and victim, it can be determined that a significant relationship exists between building administrators and school counselors in Region 1, Region 2, and Region 3, but not in Region 4 or Region 5, as shown in Table 53.

Table 53

Summary of Significant Analyses for Question 3a-Intervention 8

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-8	χ^2 = 15.106*** φ = .166* $p < .001$	χ^2 = 6.492* φ = .187* $p = .011$	χ^2 = 3.924* φ = .170* $p = .048$	χ^2 = 6.050* φ = .232* $p = .014$	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 9: Contacting parents of bully and victim. The frequencies for each response to Intervention 9 in Question 3a are provided in Table 54:

Table 54

Coding Map and Frequencies for Question 3a-Intervention 9

Response	Code	Number	Percent
Not Used	0	65	11.9%
Used	1	482	88.1%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-9" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 3.389$, df = 1, $n_1 = 244$, $n_2 = 238$, $\varphi = -.079$, $p = .066$). Based on these results, it can be determined that the use of contacting parents of bullies and victims is not significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-9" and "Position." The analysis yielded significant relationships in none of the five regions. Therefore, with regard to the use of contacting parents of bullies and victims, it can be determined that no significant relationship exists between building administrators and school counselors in any of the five regions of the state.

Intervention 10: Professional development for teachers and other staff. The frequencies and for each response to Intervention 10 in Question 3a are provided in Table 55:

Table 55

Coding Map and Frequencies for Question 3a-Intervention 10

Response	Code	Number	Percent
Not Used	0	217	39.7%
Used	1	330	60.3%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-10" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = .679$, df = 1, $n_1 = 167$, $n_2 = 163$, $\varphi = -.035$, p = .410). Based on these results, it can be determined that the use of professional development for teachers and other staff is not significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-10" and "Position." The analysis yielded significant relationships in none of the five regions. Therefore, with regard to the use of professional development for teachers and other staff, it can be determined that no significant relationship exists between building administrators and school counselors in any of the five regions of the state.

Intervention 11: Disciplining identified bullies through in-school suspension or out-of-school suspension. The frequencies for each response to Intervention 11 in Question 3a are provided in Table 56:

Table 56

Coding Map and Frequencies for Question 3a-Intervention 11

Response	Code	Number	Percent
Not Used	0	86	15.7%
Used	1	461	84.3%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3a-11" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 20.547$, df = 1, $n_1 = 246$, $n_2 = 215$, $\varphi = -.194$, $p < .001$). Based on these results, it can be determined that the use of in-school suspension or out-of-school suspension to discipline identified bullies is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-11" and "Position." The analysis yielded significant relationships in one of the five regions: Region 2 ($\chi^2 = 9.695$, df = 1, $n_1 = 63$, $n_2 = 52$, $\varphi = -.268$, $p = .002$). Based on these results, it can be determined that the use of in-school suspension or out-of-school suspension to discipline identified bullies is significantly different between building administrators and school counselors in Region 2. Therefore, with regard to the use of in-school suspension or out-of-school suspension to discipline identified bullies, it can be determined that a significant relationship exists between building administrators and school

counselors in Region 2, but not in Region 1, Region 3, Region 4, and Region 5 as shown in Table 57:

Table 57

Summary of Significant Analyses for Question 3a-Intervention 11

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-11	$\chi^2 = 20.547$*** $\varphi = -.194$*** $p < .001$	-----	$\chi^2 = 9.695$** $\varphi = -.268$** $p = .002$	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 12: Disciplining identified bullies through corporal punishment. The frequencies for each response to Intervention 12 in Question 3a are provided in Table 58. The researcher conducted a Chi-square test on the variables "3a-12" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 19.212$, df = 1, $n_1 = 122$, $n_2 = 76$, $\varphi = -.187$, $p < .001$). Based on these results, it can be determined that the use of corporal punishment to discipline identified bullies is significantly different between building administrators and school counselors as a whole throughout the state.

Table 58

Coding Map and Frequencies for Question 3a-Intervention 12

Response	Code	Number	Percent
Not Used	0	349	63.8%
Used	1	198	36.2%
TOTAL	--	547	100%

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3a-12" and "Position." The analysis yielded significant relationships in three of the five regions: Region 2 ($\chi^2 = 10.081$, df = 1, $n_1 = 39$, $n_2 = 21$, $\varphi = -.273$, p = .001), Region 4 ($\chi^2 = 5.342$, df = 1, $n_1 = 22$, $n_2 = 12$, $\varphi = -.298$, p = .021), and Region 5 ($\chi^2 = 5.684$, df = 1, $n_1 = 12$, $n_2 = 4$, $\varphi = -.324$, p = .017). Based on these results, it can be determined that the use of corporal punishment to discipline identified bullies is significantly different between building administrators and school counselors in Region 2, Region 4, and Region 5.

Therefore, with regard to the use of corporal punishment to discipline identified bullies, it can be determined that a significant relationship exists between building administrators and school counselors in Region 2, Region 4, and Region 5, but not in Region 1 or Region 3, as shown in Table 59.

Table 59

Summary of Significant Analyses for Question 3a-Intervention 12

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q3a-12	χ^2 = 19.212*** φ = -.187*** $p < .001$	-----	χ^2 = 10.081 ** φ = -.273** $p = .001$	-----	χ^2 = 5.342 * φ = -.298* $p = .021$	χ^2 = 5.684 * φ = -.324* $p = .017$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Research Question 4b: Is there a relationship between administrator's and school counselors' intervention strategies that have worked best?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 3b—Which intervention strategies have worked best in reducing bullying incidents? Responses to Question 3b were used to determine whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding intervention strategies believed to work best in reducing bullying incidents. Descriptive statistics for responses to Question 3b are provided in Table 60 below.

Table 60

Descriptive Statistics for Question 3b

	N	Range	Min	Max	M	SD
3b-1	547	1	0	1	.09	.286
3b-2	547	1	0	1	.05	.224
3b-3	547	1	0	1	.02	.134
3b-4	547	1	0	1	.06	.245
3b-5	547	1	0	1	.06	.242
3b-6	547	1	0	1	.11	.317
3b-7	547	1	0	1	.10	.299
3b-8	547	1	0	1	.14	.344
3b-9	547	1	0	1	.14	.352
3b-10	547	1	0	1	.02	.147
3b-11	547	1	0	1	.13	.338
3b-12	547	1	0	1	.04	.188

Using frequencies provided for each intervention strategy listed, this researcher conducted Chi-square tests with the variable of "Position" in order to determine whether a significant

relationship exists between building administrators and school counselors both as a whole and within the five different regions of the state. Upon discovery of significant results, the researcher provided the strength of the relationship (effect size) through the use of the phi statistic. Results of the analysis are presented below for each intervention strategy listed:

Intervention 1: Classroom-based bully prevention program for all students. The frequencies for each response to Intervention 1 in Question 3b are provided in Table 61:

Table 61

Coding Map and Frequencies for Question 3b-Intervention 1

Response	Code	Number	Percent
Not Recommended	0	498	91.0%
Recommended	1	49	9.0%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-1" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 3.334$, df = 1, $n_1 = 18$, $n_2 = 31$, $\varphi = .078$, $p = .068$). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that a classroom-based bully prevention program for all students worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-1" and "Position." The analysis yielded significant relationships in one of the five regions: Region 2 ($\chi^2 = 4.007$, df = 1, $n_1 = 1$, $n_2 = 8$, $\varphi = .202$, $p = .045$). Based on these results, it can be determined that a significant difference exists between building administrators and school counselors in Region 2 regarding the perception that a classroom-based bully prevention program for all students worked best to reduce bullying incidents. Therefore, with regard to the perception that a classroom-based bully prevention program for all students worked best to reduce bullying incidents, it can be determined that a significant relationship exists between building administrators and school counselors in Region 2, but not in Region 1, Region 3, Region 4, and Region 5, as shown in Table 62:

Table 62

Summary of Significant Analyses for Question 3b-Intervention 1

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Question 3b-1	-----	-----	$\chi^2 = 4.007$* $\varphi = .202$* $p = .045$	-----	-----	-----

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Intervention 2: Character education program activities for all students

The frequencies for each response to Intervention 2 in Question 3b are provided in Table 63:

Table 63

Coding Map and Frequencies for Question 3b-Intervention 2

Response	Code	Number	Percent
Not Recommended	0	518	94.7%
Recommended	1	29	5.3%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-2" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = .010$, df = 1, $n_1 = 14$, $n_2 = 15$, $\varphi = .004$, $p = .921$). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that character education program activities for all students worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-2" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that character education

program activities for all students worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any of the five regions of the state.

Intervention 3: Bully prevention rally or awareness campaign. The frequencies for each response to Intervention 3 in Question 3b are provided in Table 64:

Table 64

Coding Map and Frequencies for Question 3b-Intervention 3

Response	Code	Number	Percent
Not Recommended	0	537	98.2%
Recommended	1	10	1.8%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-3" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = .071$, df = 1, $n_1 = 4$, $n_2 = 6$, $\varphi = .025$, p = .790). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that bully prevention rallies or awareness campaigns worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state,

the researcher split the data file by region and conducted Chi-square tests between the variables "3b-3" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that bully prevention rallies or awareness campaigns worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 4: Small group discussion with victims of bullying. The frequencies for each response to Intervention 4 in Question 3b are provided in Table 65:

Table 65

Coding Map and Frequencies for Question 3b-Intervention 4

Response	Code	Number	Percent
Not Recommended	0	512	93.6%
Recommended	1	35	6.4%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-4" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 1.260$, df = 1, $n_1 = 14$, $n_2 = 21$, $\varphi = .048$, $p = .262$). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception

that a small group discussion with victims of bullying worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-4" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that a small group discussion with victims of bullying worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 5: Small group discussion with identified bullies. The frequencies for each response to Intervention 5 in Question 3b are provided in Table 66:

Table 66

Coding Map and Frequencies for Question 3b-Intervention 5

Response	Code	Number	Percent
Not Recommended	0	513	93.8%
Recommended	1	34	6.2%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-5" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors

a whole throughout the state ($\chi^2 = .371$, df = 1, $n_1 = 15$, $n_2 = 19$, $\varphi = .026$, p = .542). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that a small group discussion with identified bullies worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-5" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that a small group discussion with identified bullies worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 6: Individualized support for victims of bullying. The frequencies for each response to Intervention 6 in Question 3b are provided in Table 67:

Table 67

Coding Map and Frequencies for Question 3b-Intervention 6

Response	Code	Number	Percent
Not Recommended	0	485	88.7%
Recommended	1	62	11.3%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-6" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and

school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 2.194$, df = 1, $n_1 = 25$, $n_2 = 37$, $\varphi = .063$, $p = .139$). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that identified support for victims of bullying worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-6" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that individualized support for victims of bullying worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 7: Individualized support for identified bullies. The frequencies for each response to Intervention 7 in Question 3b are provided in Table 68:

Table 68

Coding Map and Frequencies for Question 3b-Intervention 7

Response	Code	Number	Percent
Not Recommended	0	493	90.1%
Recommended	1	54	9.9%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-7" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = .025$, df = 1, $n_1 = 26$, $n_2 = 28$, $\varphi = .007$, p = .873). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that individualized support for identified bullies worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-7" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that individualized support for identified bullies worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 8: Mediation activity with bully and victim (i.e., conflict resolution). The frequencies for each response to Intervention 8 in Question 3b are provided in Table 69. The researcher conducted a Chi-square test on the variables "3b-8" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 3.842$, df = 1, $n_1 = 29$, $n_2 = 46$, $\varphi = .084$, p = .050). Based

on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that a mediation activity with bully and victim worked best to reduce bullying incidents.

Table 69

Coding Map and Frequencies for Question 3b-Intervention 8

Response	Code	Number	Percent
Not Recommended	0	472	86.3%
Recommended	1	75	13.7%
TOTAL	--	547	100%

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-8" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that a mediation activity with bully and victim worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 9: Contacting parents of bully and victim. The frequencies for each response to Intervention 9 in Question 3b are provided in Table 70.

Table 70

Coding Map and Frequencies for Question 3b-Intervention 9

Response	Code	Number	Percent
Not Recommended	0	468	85.6%
Recommended	1	79	14.4%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-9" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 10.236$, df = 1, $n_1 = 52$, $n_2 = 27$, $\varphi = -.137$, $p = .001$). Based on these results, it can be determined that a significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that contacting parents of bully and victim worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-9" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that contacting parents of bully and victim worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 10: Professional development for teachers and other staff. The frequencies for each response to Intervention 10 in Question 3b are provided in Table 71:

Table 71

Coding Map and Frequencies for Question 3b-Intervention 10

Response	Code	Number	Percent
Not Recommended	0	535	97.8%
Recommended	1	12	2.2%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-10" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = .412$, df = 1, $n_1 = 7$, $n_2 = 5$, $\varphi = -.027$, p = .521). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that professional development for teachers and other staff worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-10" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that professional development for teachers and other staff worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 11: Disciplining identified bullies through in-school suspension or out-of-school suspension. The frequencies for each response to Intervention 11 in Question 3b are provided in Table 72:

Table 72

Coding Map and Frequencies for Question 3b-Intervention 11

Response	Code	Number	Percent
Not Recommended	0	475	86.8%
Recommended	1	72	13.2%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-1" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 3.334$, df = 1, $n_1 = 46$, $n_2 = 26$, $\varphi = .078$, $p = .068$). Based on these results, it can be determined that no significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that disciplining identified bullies through in-school suspension or out-of-state suspension worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-11" and "Position." The analysis yielded significant relationships in none of

the five regions of the state. Therefore, with regard to the perception that disciplining identified bullies through in-school suspension or out-of-school suspension worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Intervention 12: Disciplining identified bullies through corporal punishment. The frequencies for each response to Intervention 12 in Question 3b are provided in Table 73:

Table 73

Coding Map and Frequencies for Question 3b-Intervention 12

Response	Code	Number	Percent
Not Recommended	0	527	96.3%
Recommended	1	20	3.7%
TOTAL	--	547	100%

The researcher conducted a Chi-square test on the variables "3b-12" and "Position" in order to distinguish whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors a whole throughout the state ($\chi^2 = 3.601$, df = 1, $n_1 = 14$, $n_2 = 6$, $\varphi = -.081$, p = .058). Based on these results, it can be determined that a significant difference exists between building administrators and school counselors as a whole throughout the state regarding the perception that disciplining identified bullies through corporal punishment worked best to reduce bullying incidents.

In order to determine whether a significant relationship exists between building administrators (n_1) and school counselors (n_2) within the five different regions of the state, the researcher split the data file by region and conducted Chi-square tests between the variables "3b-12" and "Position." The analysis yielded significant relationships in none of the five regions of the state. Therefore, with regard to the perception that disciplining identified bullies through corporal punishment worked best to reduce bullying incidents, it can be determined that no significant relationship exists between building administrators and school counselors in any region of the state.

Research Question 4c: Is there a relationship between administrators' and school counselors' level of communication in addressing bullying issues?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 8--Since the beginning of school, how many times have you communicated with your building level administrators/school counselors about bullying prevention and/or the anti-bullying policy in your school? Responses to Question 8 were used to determine whether a significant relationship exists between perceptions of building administrators and school counselors regarding communication of bully prevention strategies and anti-bullying policies as a whole and within the five different regions of the state. Descriptive statistics are provided in Table 74 below.

Table 74

Descriptive Statistics for Question 8

Dependent Variable	N	Range	Min	Max	M	SD
Question 8	547	4	1	5	3.23	1.116

Frequencies for each response in Question 8 are provided in Table 75. The researcher conducted a Kendall's tau b correlation test on the variables "Question 8" and "Position" in order to distinguish whether a significant relationship exists between building administrators and school counselors as a whole throughout the state. Results of the analysis determined that no significant relationship exists between building administrators and school counselors

as a whole throughout the state with regard to communication of bully prevention strategies and anti-bullying policies ($R\tau_b = .063$, $p = .105$, $n = 547$).

Table 75

Coding Map and Frequencies for Question 8

Response	Code	Number	Percent
0 times	1	21	3.8%
1-2 times	2	125	22.9%
3-4 times	3	214	39.1%
5-6 times	4	83	15.2%
More than 6 times	5	104	19.0%
TOTAL	--	547	100%

In order to determine within region results, the researcher split the data file by region and conducted a Kendall's tau b correlation test between the variable "Question 8" and "Position" for each of the five regions of the state. The analysis yielded significant correlations in none of the five regions of the state. Therefore, it can be determined that no significant relationship exists between building administrators and counselors within the five different regions of the state with regard to communication of bully prevention strategies and anti-bullying policies.

Research Question 4d: Is there a relationship between administrators' and school counselors' level of professional development obtained on bullying prevention?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 10-- How many hours of professional development on bullying prevention have you obtained during this school year? Responses to Question 10 were used to determine whether a significant relationship exists between building administrators and school counselors as a whole or within the five different regions of the state with regard to hours of professional development on bullying prevention obtained during this school year. Descriptive statistics for Question 10 are provided in Table 76:

Table 76

Descriptive Statistics for Question 10

Dependent Variable	N	Range	Min	Max	M	SD
Question 10	547	4	1	5	2.03	.739

The frequencies for each response to Question 10 are provided in Table 77. The researcher conducted a Kendall's tau b correlation test on the variables "Question 10" and "Position" in order to distinguish whether a relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .292$, $p < .001$, $n = 547$).

Table 77

Coding Map and Frequencies for Question 10

Response	Code	Number	Percent
0 hours	1	128	23.4%
1-3 hours	2	282	51.6%
4-6 hours	3	129	23.6%
7-9 hours	4	6	1.1%
More than 9 hours	5	2	0.4%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 10," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 228.65) and school counselors (M_{R2} = 317.88) was significant (z = -7.215, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which professional development on bullying prevention was obtained during the school year is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine within region results, the researcher split the data file by region and conducted Kendall's tau b correlation tests between the variable "Question 10" and "Position" for each of the five regions in the state. The analysis yielded significant correlations in all five regions of the state [Region 1 ($R\tau_b$ = .248, $p < .001$, n = 186); Region 2 ($R\tau_b$ = .391, $p < .001$, n = 135); Region 3 ($R\tau_b$ = .254, p = .005, n = 112); Region 4 ($R\tau_b$ = .288, p = .018, n = 60); Region 5 ($R\tau_b$ = .298, p = .022, n = 54)].

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 10," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators (M_{R1} = 80.80) and school counselors (M_{R2} = 105.66) was significant (z = -3.541, n_1 = 91, n_2 = 95, $p < .001$). In Region 2, the difference between the mean ranks of building administrators (M_{R1} = 52.92) and school counselors (M_{R2} = 82.42) was significant (z = -4.802, n_1 = 66, n_2 = 69, $p < .001$). In Region 3, the difference between the mean ranks of building administrators (M_{R1} = 48.14) and school counselors (M_{R2} = 64.28) was significant (z = -2.829, n_1 = 54, n_2 = 58, $p = .005$). In Region 4, the difference between the mean ranks of building administrators (M_{R1} = 25.71) and school counselors (M_{R2} = 35.62) was significant (z = -2.361, n_1 = 31, n_2 = 29, $p = .018$). In Region 5, the difference between the mean ranks of building administrators (M_{R1} = 22.98) and school counselors (M_{R2} = 32.02) was significant (z = -2.287, $n_1 = n_2$ = 27, $p = .022$). Based on the results of the Mann-Whitney *U* tests, it can be determined that the extent to which professional development on bullying prevention was obtained during the school year is significantly different between building administrators and school counselors in all five regions of the state, as shown in Table 78.

Table 78

Summary of Significant Analyses for Question 10

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Question 10	z = -7.215*** $R\tau_b$ = .292*** $p < .001$	z = -3.541*** $R\tau_b$ = .248*** $p < .001$	z = -4.802*** $R\tau_b$ = .391*** $p < .001$	z = -2.829** $R\tau_b$ = .254** $p = .005$	z = -2.361* $R\tau_b$ = .288* $p = .018$	z = -2.287* $R\tau_b$ = .298* $p = .022$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Research Question 5a: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in disciplining identified bullies?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 11--How effective do you feel your school's anti-bullying policy is in disciplining identified bullies? Responses to Question 11 were used to determine whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of school anti-bullying policies in disciplining identified bullies. Descriptive statistics for responses to Question 11 are provided in Table 79 below.

Table 79

Descriptive Statistics for Question 11

	N	Range	Min	Max	M	Std. Error	SD
Question 11	547	4	1	5	2.56	.033	.764

The frequencies for each response to Question 11 are provided in Table 80. The researcher conducted a Kendall's tau b correlation test on the variables "Question 11" and "Position" in order to distinguish whether a significant relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .412$, $p < .001$, $n = 547$).

Table 80

Coding Map and Frequencies for Question 11

Response	Code	Number	Percent
Very Effective	1	30	5.5%
Effective	2	239	43.7%
Somewhat Effective	3	220	40.2%
Not Very Effective	4	56	10.2%
Ineffective	5	2	0.4%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 11," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 209.44) and school counselors (M_{R2} = 336.47) was significant (z = -10.191, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which school anti-bullying policies are effective in disciplining identified bullies as stated in survey question 11 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 11" and "Position." The analysis yielded significant correlations in four of the five regions: Region 1 ($R\tau_b$ = .404, $p < .001$, n = 186), Region 2 ($R\tau_b$ = .467, $p < .001$,

$n = 135$), Region 3 ($R\tau_b = .445$, $p < .001$, $n = 112$), and Region 5 ($R\tau_b = .472$, $p < .001$, $n = 54$).

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 11," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 71.88$) and school counselors ($M_{R2} = 114.21$) was significant ($z = -5.815$, $n_1 = 91$, $n_2 = 95$, $p < .001$). In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 49.80$) and school counselors ($M_{R2} = 85.41$) was significant ($z = -5.724$, $n_1 = 66$, $n_2 = 69$, $p < .001$). In Region 3, the difference between the mean ranks of building administrators ($M_{R1} = 42.22$) and school counselors ($M_{R2} = 69.79$) was significant ($z = -4.921$, $n_1 = 54$, $n_2 = 58$, $p < .001$). In Region 5, the difference between the mean ranks of building administrators ($M_{R1} = 20.48$) and school counselors ($M_{R2} = 34.52$) was significant ($z = -3.594$, $n_1 = n_2 = 27$, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which school anti-bullying policies are effective in disciplining identified bullies as stated in survey question 11 is significantly different between building administrators and school counselors in Region 1, Region 2, Region 3, and Region 5, but not in Region 4, as shown in Table 81.

Table 81

Summary of Significant Analyses for Question 11

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Q11	z = -10.191*** $R\tau_b$ = .412*** $p < .001$	z = -5.815*** $R\tau_b$ = .404*** $p < .001$	z = -5.724 *** $R\tau_b$ = .467*** $p < .001$	z = -4.291*** $R\tau_b$ = .445*** $p < .001$	-----	z = -3.594 *** $R\tau_b$ = .472*** $p < .001$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval (p < .01)
*** Significant at the 99.9% Confidence Interval (p < .001)

Research Question 5b: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in reducing bullying incidents?

In the survey, participants were asked the following question with regard to perceptions of bullying occurring in their schools: Question 12--How effective do you feel your school's anti-bullying policy is in reducing bullying benefits? Responses to Question 12 were used to determine whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of school anti-bullying policies in reducing bullying incidents. Descriptive statistics for responses to Question 12 are provided in Table 82 below.

Table 82

Descriptive Statistics for Question 12

	N	Range	Min	Max	M	Std. Error	SD
Question 12	547	4	1	5	2.77	.035	.828

The frequencies for each response to Question 12 are provided in Table 83. The researcher conducted a Kendall's tau b correlation test on the variables "Question 12" and "Position" in order to distinguish whether a significant relationship exists between building administrators and school counselors a whole throughout the state. Results of the analysis determined that a significant relationship exists between building administrators and school counselors a whole throughout the state ($R\tau_b = .384$, $p < .001$, $n = 547$).

Table 83

Coding Map and Frequencies for Question 12

Response	Code	Number	Percent
Very Effective	1	27	4.9%
Effective	2	175	32.0%
Somewhat Effective	3	254	46.4%
Not Very Effective	4	81	14.8%
Ineffective	5	10	1.8%
TOTAL	--	547	100%

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 12," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test. The difference between the mean ranks of building administrators (M_{R1} = 212.74) and school counselors (M_{R2} = 333.27) was significant (z = -9.594, n_1 = 269, n_2 = 278, $p < .001$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which school anti-bullying policies are effective in reducing bullying incidents as stated in survey question 12 is significantly different between building administrators and school counselors as a whole throughout the state.

In order to determine whether a significant relationship exists between building administrators and counselors within the five different regions of the state, the researcher split the data file by region and conducted a Kendall's tau b test for correlation between the variables "Question 12" and "Position." The analysis yielded significant correlations in all five regions of the state [Region 1 ($R\tau_b$ = .399, $p < .001$, n = 186); Region 2 ($R\tau_b$ = .412, $p <$

.001, $n = 135$); Region 3 ($R\tau_b = .307$, $p = .001$, $n = 112$); Region 4 ($R\tau_b = .402$, $p = .001$, $n = 60$); Region 5 ($R\tau_b = .408$, $p = .002$, $n = 54$)].

In order to determine whether a significant difference exists between the building administrators (n_1) and school counselors (n_2) on the variable of "Question 12," the researcher conducted a comparison of the mean ranks through a Mann-Whitney *U* test using the data file split by region. In Region 1, the difference between the mean ranks of building administrators ($M_{R1} = 71.69$) and school counselors ($M_{R2} = 114.39$) was significant ($z = -5.804$, $n_1 = 91$, $n_2 = 95$, $p < .001$). In Region 2, the difference between the mean ranks of building administrators ($M_{R1} = 51.68$) and school counselors ($M_{R2} = 83.61$) was significant ($z = -5.111$, $n_1 = 66$, $n_2 = 69$, $p < .001$). In Region 3, the difference between the mean ranks of building administrators ($M_{R1} = 46.33$) and school counselors ($M_{R2} = 65.97$) was significant ($z = -3.453$, $n_1 = 54$, $n_2 = 58$, $p = .001$). In Region 4, the difference between the mean ranks of building administrators ($M_{R1} = 23.84$) and school counselors ($M_{R2} = 37.62$) was significant ($z = -3.283$, $n_1 = 31$, $n_2 = 29$, $p = .001$). In Region 5, the difference between the mean ranks of building administrators ($M_{R1} = 21.26$) and school counselors ($M_{R2} = 33.74$) was significant ($z = -3.146$, $n_1 = n_2 = 27$, $p = .002$). Based on the results of the Mann-Whitney *U* test, it can be determined that the extent to which school anti-bullying policies are effective in reducing bullying incidents as stated in survey question 12 is significantly different between building administrators and school counselors for all five regions of the state, as shown in Table 84.

Table 84

Summary of Significant Analyses for Question 12

	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Question 12	z = -9.594*** $R\tau_b$ = .384*** $p < .001$	z = -5.804*** $R\tau_b$ = .399*** $p < .001$	z = -5.111 *** $R\tau_b$ = .412*** $p < .001$	z = -3.453** $R\tau_b$ = .307** $p = .001$	z = -3.283 ** $R\tau_b$ = .402** $p = .001$	z = -3.146 ** $R\tau_b$ = .408** $p = .002$

* Significant at the 95% Confidence Interval ($p < .05$)
** Significant at the 99% Confidence Interval ($p < .01$)
*** Significant at the 99.9% Confidence Interval ($p < .001$)

Summary

In this chapter, the researcher provided an analysis of the research using PAWS 18 software. The researcher performed nonparametric tests using data collected from a self-administered cross-sectional survey administered to 547 building level administrators and school counselors across the state of Arkansas in order to determine the perceptions of administrators and school counselors on implementation of anti-bullying policies. In the following chapter, the researcher will present the research findings and implications for future research.

Chapter 5

Discussion

The purpose of this dissertation was two fold. First, the researcher sought to examine the perceptions of school administrators and school counselors regarding bullying incidents that occur in their schools. Second, the researcher wanted to explore the relationships between anti-bullying policies developed and implementation of those policies. In order to investigate the phenomena in accordance with the purpose of this dissertation, the researcher formed the following five research questions:

1. Is there a relationship between how building administrators and school counselors identify bullying behavior?

2. Is there a relationship between administrators' and school counselors' perceptions of bullying in their school?

3. Is there a relationship between frequency of bullying incidents reported in self-administered survey and in state disciplinary records?

4. Is there a relationship between administrators' and school counselors':

   a. intervention strategies used to address bullying?

   b. intervention strategies that have worked best?

   c. level of communication in addressing bullying issues?

   d. level of professional development obtained on bullying prevention?

5. Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy:

   a. in disciplining identified bullies?

   b. in reducing bullying incidents?

Responses to these questions were collected using a survey instrument administered to school building administrators and school counselors from across the state of Arkansas, and results were analyzed using quantitative measures described in Chapter 4. This chapter provides a discussion of the analysis conducted in response to the research questions. Additionally, this chapter presents strengths and limitations of the study as well as considerations for future research.

Discussion of Research Findings

In this section, the researcher provides a discussion of the research findings from the analysis conducted in Chapter 4. Implications and overall results are presented and organized in response to the research questions:

Research Question 1: Is there a relationship between how building administrators and school counselors identify bullying behavior? In the survey, participants were asked Question 1 as follows: In your own words, how would you describe bullying behavior? The researcher collected responses to this question and, based upon the response, used inductive reasoning to assign a numerical value to the description of bullying based on the definitions found in the literature. As stated in the literature review, bullying is identified through the following three indicators: (1) behavior is intended to harm, disturb, or frighten; (2) behavior occurs repeatedly over time; and, (3) behavior demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one (Boulton & Underwood, 1991; Espelage & Asidao, 2001; Hazler et al., 2001; Heinrichs, 2003; Peterson & Skiba, 2001).

As a result of the analysis, the researcher can determine that no significant relationship exists between how building administrators and school counselors identify bullying behavior across the state. Throughout the state, the majority of building administrators (57.6%) and

school counselors (57.9%) defined bullying as behavior intended to harm, disturb, or frighten, which is only one indicator of bullying as defined through the literature. The lack of significant relationship when analyzed leads the researcher to conclude that there is no difference in how building administrators and school counselors across the state define bullying behavior.

When analyzing results by region, a significant relationship was evident in only two specific regions of the state: Region 1 and Region 2. In Region 1, the analysis determined that a significant negative relationship exists in building administrators when compared to school counselors, which was later confirmed to be a significant difference in how bullying was defined by the two groups. According to the results of the survey, 44.0% of building administrators and 61.1% of school counselors defined bullying as behavior intended to harm, disturb, or frighten, while 25.3% of building administrators and 15.8% of school counselors defined bullying as including both behavior intended to harm, disturb, or frighten and behavior that demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one. Region 2 demonstrated opposite results. In Region 2, the analysis determined that a significant positive relationship exists in building administrators when compared to school counselors, which was later confirmed to be a significant difference in how bullying was defined by the two groups. According to the results of the survey, 71.2% of school administrators and 51.3% of school counselors defined bullying as behavior intended to harm, disturb, or frighten, while 19.7% of building administrators and 23.2% of school counselors defined bullying as including both behavior intended to harm, disturb, or frighten and behavior that demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one. These results indicate a

significant difference between how building administrators and school counselors define bullying within these two regions of the state. The results from Region 3, Region 4, and Region 5 did not demonstrate any significant relationship between building administrators and school counselors in how bullying is defined. The lack of significant relationship when analyzed leads the researcher to conclude that there is no difference in how building administrators and school counselors in Region 3, Region 4, and Region 5 define bullying behavior.

Research Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school? In the survey, participants were asked a variety of questions pertaining to their experiences with bullying incidents in their school. Using responses to Questions 4, 5, 6, 7, and 9 of the survey (See Appendix B), this researcher conducted analysis of responses to each survey question in order to determine whether a significant relationship exists between building administrators and school counselors both as a whole and within different regions of the state. Discussion is provided below for each survey question aforementioned.

Extent of bullying perceived. In the survey, participants were asked Question 4 as follows: To what extent do you perceive bullying a problem in your school? Using the responses to Question 4 in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the extent to which bullying is perceived to be a problem in their school. Throughout the state, the levels to which extent of bullying was perceived differed significantly between building administrators and school counselors. Level 1 (Not a Problem-Never) was selected by 0.7% of building administrators and school counselors.

Level 2 (A Small Problem-Once or Twice a Year) was selected by 24.2% of building administrators and 8.3% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 58.0% of building administrators and 45.7% of school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 15.6% of building administrators and 37.1% of school counselors. Level 5 (A Very Large Problem-More than Once a Week) was selected by 1.5% of building administrators and 8.3% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors as a whole throughout the state perceive the extent of bullying occurring in school to be significantly greater than perceived by building administrators as a whole throughout the state.

Mixed results were found when analyzing results by region. As determined by the analysis, a significant difference was evident in all regions of the state except Region 4 in reference to the level of professional development on bullying prevention strategies obtained by building administrators when compared to school counselors.

Region 1. In Region 1, the levels to which extent of bullying was perceived differed significantly between building administrators and school counselors. Level 1 (Not a Problem-Never) was selected by 2.2% of building administrators and 2.1% of school counselors. Level 2 (A Small Problem-Once or Twice a Year) was selected by 25.3% of building administrators and 8.4% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 49.5% of building administrators and 43.2% of school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 20.9% of building administrators and 35.8% of school counselors. Level 5 (A Very Large Problem-

More than Once a Week) was selected by 2.2% of building administrators and 10.5% of school counselors.

Region 2. In Region 2, the levels to which extent of bullying was perceived differed significantly between building administrators and school counselors. No participant in Region 2 selected Level 1 (Not a Problem-Never). Level 2 (A Small Problem-Once or Twice a Year) was selected by 18.2% of building administrators and 7.2% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 68.2% of building administrators and 43.5% of school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 13.6% of building administrators and 39.1% of school counselors. Level 5 (A Very Large Problem-More than Once a Week) was only selected by 10.1% of school counselors.

Region 3. In Region 3, the levels to which extent of bullying was perceived differed significantly between building administrators and school counselors. No participant in Region 3 selected Level 1 (Not a Problem-Never). Level 2 (A Small Problem-Once or Twice a Year) was selected by 31.5% of building administrators and 10.3% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 57.4% of building administrators and 46.6% of school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 9.3% of building administrators and 36.2% of school counselors. Level 5 (A Very Large Problem-More than Once a Week) was selected by 1.9% of building administrators and by 6.9% of school counselors.

Region 4. In Region 4, the levels to which extent of bullying was perceived were not significantly different between building administrators and school counselors. No participant in Region 4 selected Level 1 (Not a Problem-Never). Level 2 (A Small Problem-Once or

Twice a Year) was selected by 18.2% of building administrators and 12.9% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 71.0% of building administrators and 55.2% of school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 12.9% of building administrators and 31.0% of school counselors. Level 5 (A Very Large Problem-More than Once a Week) was selected by 3.2% of building administrators and 6.9% of school counselors.

Region 5. In Region 5, the levels to which extent of bullying was perceived differed significantly between building administrators and school counselors. No participant in Region 5 selected Level 1 (Not a Problem-Never). Level 2 (A Small Problem-Once or Twice a Year) was selected by 33.3% of building administrators and 7.4% of school counselors. Level 3 (A Moderate Problem-Four to Six Times a Year) was selected by 48.1% of building administrators and school counselors. Level 4 (A Large Problem-More than Once a Month) was selected by 18.5% of building administrators and 44.4% of school counselors. No participant in Region 5 selected Level 5 (A Very Large Problem-More than Once a Week).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors as a whole throughout the state perceive the extent of bullying occurring in school to be significantly greater than perceived by building administrators as a whole throughout the state in all regions in the state except Region 4.

Students as a source for reporting bullying. In the survey, participants were asked in Question 5a to provide their perception on degree of bullying incidences reported by students. Using the responses to Question 5a in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the perceived degree of bullying incidents reported by

students. Throughout the state, the levels of reporting to which the degree of bullying incidences reported by students was perceived differed significantly between building administrators and school counselors. Level 1 (Never) was only selected by 0.4% of building administrators. Level 2 (Rarely) was selected by 2.2% of building administrators and 3.2% of school counselors. Level 3 (Sometimes) was selected by 40.9% of building administrators and 19.4% of school counselors. Level 4 (Often) was selected by 39.4% of building administrators and 49.6% of school counselors. Level 5 (Very Often) was selected by 17.1% of building administrators and 27.7% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors as a whole throughout the state perceive students as a source for reporting bullying to be significantly greater than perceived by building administrators as a whole throughout the state.

Mixed results were found when analyzing results by region. As determined by the analysis, the levels of reporting to which the degree of bullying incidences reported by students was perceived differed significantly between building administrators and school counselors in three of the five regions of the state: Region 1, Region 2, and Region 5.

Region 1. In Region 1, the levels of reporting to which the degree of bullying incidences reported by students was perceived differed significantly between building administrators and school counselors. Level 1 (Never) was only selected by 1.1% of building administrators. Level 2 (Rarely) was selected by 5.5% of building administrators and 4.2% of school counselors. Level 3 (Sometimes) was selected by 36.3.9% of building administrators and 18.9% of school counselors. Level 4 (Often) was selected by 34.1% of building administrators and 44.2% of school counselors. Level 5 (Very Often) was selected by 23.1% of building administrators and 32.6% of school counselors.

Region 2. In Region 2, the levels of reporting to which the degree of bullying incidences reported by students was perceived differed significantly between building administrators and school counselors. No participants in Region 2 selected Level 1 (Never). Level 2 (Rarely) was selected by 1.5% of building administrators and 4.3% of school counselors. Level 3 (Sometimes) was selected by 47.0% of building administrators and 17.4% of school counselors. Level 4 (Often) was selected by 42.4% of building administrators and 53.6% of school counselors. Level 5 (Very Often) was selected by 9.1% of building administrators and 24.6% of school counselors.

Region 3. In Region 3, the levels of reporting to which the degree of bullying incidences reported by students was perceived were not significantly different between building administrators and school counselors. No participants in Region 3 selected Level 1 (Never). Level 2 (Rarely) was only selected by 1.7% of school counselors. Level 3 (Sometimes) was selected by 42.6% of building administrators and 27.6% of school counselors. Level 4 (Often) was selected by 38.9% of building administrators and 50.0% of school counselors. Level 5 (Very Often) was selected by 18.5% of building administrators and 20.7% of school counselors.

Region 4. In Region 4, the levels of reporting to which the degree of bullying incidences reported by students was perceived were not significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never) or Level 2 (Rarely). Level 3 (Sometimes) was selected by 35.5% of building administrators and 20.7% of school counselors. Level 4 (Often) was selected by 48.4% of building administrators and 41.4% of school counselors. Level 5 (Very Often) was selected by 16.1% of building administrators and 37.9% of school counselors.

Region 5. In Region 5, the levels of reporting to which the degree of bullying incidences reported by students was perceived differed significantly between building administrators and school counselors. No participants in Region 5 selected Level 1 (Never). Level 2 (Rarely) was only selected by 3.7% of school counselors. Level 3 (Sometimes) was selected by 44.4% of building administrators and 7.4% of school counselors. Level 4 (Often) was selected by 40.7% of building administrators and 66.7% of school counselors. Level 5 (Very Often) was selected by 14.8% of building administrators and 22.2% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive students as a source for reporting bullying to be significantly greater than perceived by building administrators in Region 1, Region 2, and Region 5, but not in Region 3 and Region 4.

Parents as a source for reporting bullying. In the survey, participants were asked in Question 5b to provide their perception on degree of bullying incidences reported by parents. Using the responses to Question 5b in the survey, the researcher determined that no significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the perceived degree of bullying incidents reported by parents. Throughout the state, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 0.4% of building administrators and school counselors. Level 2 (Rarely) was selected by 19.7% of building administrators and 24.8% of school counselors. Level 3 (Sometimes) was selected by 59.9% of building administrators and 51.1% of school counselors. Level 4 (Often) was

selected by 17.1% of building administrators and 21.6% of school counselors. Level 5 (Very Often) was selected by 3.0% of building administrators and 2.2% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that no difference exists between building administrators and school counselors as a whole throughout the state in perception of parents as a source for reporting bullying.

Similar results were found when analyzing results by region. As determined by the analysis, the researcher determined that no significant relationship exists between building administrators and school counselors in all five regions of the state in regard to the perceived degree of bullying incidents reported by parents.

Region 1. In Region 1, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. No participants in Region 1 selected Level 1 (Never). Level 2 (Rarely) was selected by 18.7% of building administrators and 25.3% of school counselors. Level 3 (Sometimes) was selected by 59.3% of building administrators and 51.6% of school counselors. Level 4 (Often) was selected by 17.6% of building administrators and 18.9% of school counselors. Level 5 (Very Often) was selected by 4.4% of building administrators and 4.2% of school counselors.

Region 2. In Region 2, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. No participants in Region 2 selected Level 1 (Never). Level 2 (Rarely) was selected by 19.7% of building administrators and 21.7% of school counselors. Level 3 (Sometimes) was selected by 60.6% of building administrators and 50.7% of school counselors. Level 4 (Often) was selected by 19.7% of building

administrators and 26.1% of school counselors. Level 5 (Very Often) was only selected by 1.4% of school counselors.

Region 3. In Region 3, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.7% of school counselors. Level 2 (Rarely) was selected by 18.5% of building administrators and 27.6% of school counselors. Level 3 (Sometimes) was selected by 59.3% of building administrators and 58.6% of school counselors. Level 4 (Often) was selected by 16.7% of building administrators and 12.1% of school counselors. Level 5 (Very Often) was only selected by 5.6% of building administrators.

Region 4. In Region 4, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never). Level 2 (Rarely) was selected by 19.4% of building administrators and 31.0% of school counselors. Level 3 (Sometimes) was selected by 71.0% of building administrators and 51.7% of school counselors. Level 4 (Often) was selected by 6.5% of building administrators and 13.8% of school counselors. Level 5 (Very Often) was selected by 0.3% of building administrators and school counselors.

Region 5. In Region 5, the levels of reporting to which the degree of bullying incidences reported by parents was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 3.7% of building administrators. Level 2 (Rarely) was selected by 25.9% of building administrators and 18.5% of school counselors. Level 3 (Sometimes) was selected by 48.1% of building

administrators and 33.3% of school counselors. Level 4 (Often) was selected by 22.2% of building administrators and 48.1% of school counselors. No participants in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that no difference exists between building administrators and school counselors in all five regions of the state in perception of parents as a source for reporting bullying.

Teachers as a source for reporting bullying. In the survey, participants were asked in Question 5c to provide their perception on degree of bullying incidences reported by teachers. Using the responses to Question 5a in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the perceived degree of bullying incidents reported by teachers. Throughout the state, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived differed significantly between building administrators and school counselors. Level 1 (Never) was selected by 2.2% of building administrators and 1.8% of school counselors. Level 2 (Rarely) was selected by 20.4% of building administrators and 16.2% of school counselors. Level 3 (Sometimes) was selected by 56.1% of building administrators and 51.4% of school counselors. Level 4 (Often) was selected by 17.8% of building administrators and 24.8% of school counselors. Level 5 (Very Often) was selected by 3.3% of building administrators and 5.8% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors as a whole throughout the state perceive teachers as a source for reporting bullying to be significantly greater than perceived by building administrators as a whole throughout the state.

Opposite results were found when analyzing results by region. As determined by the analysis, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors in any of the five regions of the state.

Region 1. In Region 1, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 5.5% of building administrators and 2.1% of school counselors. Level 2 (Rarely) was selected by 17.6% of building administrators and 16.8% of school counselors. Level 3 (Sometimes) was selected by 56.0% of building administrators and 49.5% of school counselors. Level 4 (Often) was selected by 17.6% of building administrators and 23.2% of school counselors. Level 5 (Very Often) was selected by 3.3% of building administrators and 8.4% of school counselors.

Region 2. In Region 2, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 1.5% of building administrators and 2.9% of school counselors. Level 2 (Rarely) was selected by 19.7% of building administrators and 20.3% of school counselors. Level 3 (Sometimes) was selected by 59.1% of building administrators and 46.4% of school counselors. Level 4 (Often) was selected by 18.2% of building administrators and 24.6% of school counselors. Level 5 (Very Often) was selected by 1.5% of building administrators and 5.8% of school counselors.

Region 3. In Region 3, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.7% of school counselors. Level 2 (Rarely) was selected by 25.9% of building administrators and 13.8% of school counselors. Level 3 (Sometimes) was selected by 51.9% of building administrators and 53.4% of school counselors. Level 4 (Often) was selected by 16.7% of building administrators and 29.3% of school counselors. Level 5 (Very Often) was selected by 5.6% of building administrators and 1.7% of school counselors.

Region 4. In Region 4, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never). Level 2 (Rarely) was selected by 16.1% of building administrators and 10.3% of school counselors. Level 3 (Sometimes) was selected by 61.3% of building administrators and 69.0% of school counselors. Level 4 (Often) was selected by 19.4% of building administrators and 13.8% of school counselors. Level 5 (Very Often) was selected by 3.2% of building administrators and 6.9% of school counselors.

Region 5. In Region 5, the levels of reporting to which the degree of bullying incidences reported by teachers was perceived were not significantly different between building administrators and school counselors. No participants in Region 5 selected Level 1 (Never). Level 2 (Rarely) was selected by 25.9% of building administrators and 14.8% of school counselors. Level 3 (Sometimes) was selected by 51.9% of building administrators and 48.1% of school counselors. Level 4 (Often) was selected by 18.5% of building

administrators and 33.3% of school counselors. Level 5 (Very Often) was selected by 3.7% of building administrators and school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that no difference exists between building administrators and school counselors in all five regions of the state in perception of teachers as a source for reporting bullying.

Administrators and counselors as a source for reporting bullying. In the survey, participants were asked in Question 5d to provide their perception on degree of bullying incidences reported by administrators and counselors. Using the responses to Question 5d in the survey, the researcher determined that no significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the perceived degree of bullying incidents reported by administrators and counselors. Throughout the state, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 6.3% of building administrators and 7.2% of school counselors. Level 2 (Rarely) was selected by 31.6% of building administrators and 32.7% of school counselors. Level 3 (Sometimes) was selected by 50.9% of building administrators and 44.6% of school counselors. Level 4 (Often) was selected by 10.8% of building administrators and 13.3% of school counselors. Level 5 (Very Often) was selected by 0.4% of building administrators and 2.2% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that no difference exists between building administrators and school counselors as a whole throughout the state in perception of administrators and counselors as a source for reporting bullying.

Similar results were found when analyzing results by region. As determined by the analysis, the researcher determined that no significant relationship exists between building administrators and school counselors in all five regions of the state in regard to the perceived degree of bullying incidents reported by administrators and counselors.

Region 1. In Region 1, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 5.5% of building administrators and 3.2% of school counselors. Level 2 (Rarely) was selected by 26.4% of building administrators and 27.4% of school counselors. Level 3 (Sometimes) was selected by 54.9% of building administrators and 57.9% of school counselors. Level 4 (Often) was selected by 13.2% of building administrators and 9.5% of school counselors. Level 5 (Very Often) was only selected by 2.1% of school counselors.

Region 2. In Region 2, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 9.1% of building administrators and 11.6% of school counselors. Level 2 (Rarely) was selected by 26.8% of building administrators and 36.2% of school counselors. Level 3 (Sometimes) was selected by 51.5% of building administrators and 33.3% of school counselors. Level 4 (Often) was selected by 13.6% of building administrators and 17.4% of school counselors. Level 5 (Very Often) was only selected by 1.4% of school counselors.

Region 3. In Region 3, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was

selected by 5.6% of building administrators and 5.2% of school counselors. Level 2 (Rarely) was selected by 33.3% of building administrators and 34.5% of school counselors. Level 3 (Sometimes) was selected by 55.6% of building administrators and 43.1% of school counselors. Level 4 (Often) was selected by 5.6% of building administrators and 13.8% of school counselors. Level 5 (Very Often) was only selected by 3.4% of school counselors.

Region 4. In Region 4, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected 3.4% of school counselors. Level 2 (Rarely) was selected by 51.6% of building administrators and 37.9% of school counselors. Level 3 (Sometimes) was selected by 41.9% of building administrators and 44.8% of school counselors. Level 4 (Often) was selected by 3.2% of building administrators and 10.3% of school counselors. Level 5 (Very Often) was only selected by 3.2% of building administrators and 3.4% of school counselors.

Region 5. In Region 5, the levels of reporting to which the degree of bullying incidences reported by administrators and counselors was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 11.1% of building administrators and 18.5% of school counselors. Level 2 (Rarely) was selected by 37.0% of building administrators and 33.3% of school counselors. Level 3 (Sometimes) was selected by 37.0% of building administrators and 29.6% of school counselors. Level 4 (Often) was selected by 14.8% of building administrators and 18.5% of school counselors. No participant in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that no difference exists between building administrators and school counselors in

all five regions of the state in perception of administrators and counselors as a source for reporting bullying.

Interactions with victims of bullying. In the survey, participants were asked in Question 6a to provide their perception on interactions with victims of bullying. Using the responses to Question 6a in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to perceived interaction with victims of bullying. Throughout the state, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 0.4% of building administrators and school counselors. Level 2 (Rarely) was selected by 13.0% of building administrators and 4.8% of school counselors. Level 3 (Sometimes) was selected by 63.2% of building administrators and 37.8% of school counselors. Level 4 (Often) was selected by 20.4% of building administrators and 42.4% of school counselors. Level 5 (Very Often) was selected by 3.0% of building administrators and 14.7% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with victims of bullying than building administrators.

Similar results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in all five regions of the state in regard to perceived interaction with victims of bullying.

Region 1. In Region 1, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.1% of building administrators. Level 2 (Rarely) was selected by 14.3% of building administrators and 5.3% of school counselors. Level 3 (Sometimes) was selected by 60.4% of building administrators and 35.8% of school counselors. Level 4 (Often) was selected by 20.9% of building administrators and 43.2% of school counselors. Level 5 (Very Often) was selected by 3.3% of building administrators and 15.8% of school counselors.

Region 2. In Region 2, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.4% of school counselors. Level 2 (Rarely) was selected by 10.6% of building administrators and 2.9% of school counselors. Level 3 (Sometimes) was selected by 68.2% of building administrators and 40.6% of school counselors. Level 4 (Often) was selected by 18.2% of building administrators and 42.0% of school counselors. Level 5 (Very Often) was selected by 3.0% of building administrators and 13.0% of school counselors.

Region 3. In Region 3, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. No participants in Region 3 selected Level 1 (Never). Level 2 (Rarely) was selected by 16.7% of building administrators and 5.2% of school counselors. Level 3 (Sometimes) was selected by 61.1% of building administrators and 36.2% of school counselors. Level 4 (Often) was selected by 20.4% of building administrators and 37.9% of

school counselors. Level 5 (Very Often) was selected by 1.9% of building administrators and 20.7% of school counselors.

Region 4. In Region 4, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never). Level 2 (Rarely) was selected by 9.7% of building administrators and 6.9% of school counselors. Level 3 (Sometimes) was selected by 64.5% of building administrators and 37.9% of school counselors. Level 4 (Often) was selected by 19.4% of building administrators and 41.4% of school counselors. Level 5 (Very Often) was selected by 6.5% of building administrators and 13.8% of school counselors.

Region 5. In Region 5, the levels of reporting to which the interaction with victims of bullying was perceived were significantly different between building administrators and school counselors. No participants in Region 5 selected Level 1 (Never). Level 2 (Rarely) was selected by 11.1% of building administrators and 3.7% of school counselors. Level 3 (Sometimes) was selected by 63.0% of building administrators and 40.7% of school counselors. Level 4 (Often) was selected by 25.9% of building administrators and 51.9% of school counselors. Level 5 (Very Often) was only selected by 3.7% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with victims of bullying than building administrators in all five regions of the state.

Interactions with identified bullies. In the survey, participants were asked in Question 6b to provide their perception on interactions with identified bullies. Using the responses to Question 6b in the survey, the researcher determined that a significant relationship exists

between building administrators and school counselors as a whole throughout the state in regard to perceived interaction with identified bullies. Throughout the state, the levels of reporting to which the interaction with identified bullies was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 0.4% of building administrators and 1.1% of school counselors. Level 2 (Rarely) was selected by 17.5% of building administrators and 10.1% of school counselors. Level 3 (Sometimes) was selected by 58.0% of building administrators and 45.0% of school counselors. Level 4 (Often) was selected by 17.5% of building administrators and 30.9% of school counselors. Level 5 (Very Often) was selected by 6.7% of building administrators and 12.9% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with identified bullies than building administrators.

Mixed results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in Region 1 and Region 3 with regard to perceived interaction with identified bullies, but no significant relationship exists between building administrators and school counselors in Region 2, Region 4, and Region 5 with regard to perceived interaction with identified bullies.

Region 1. In Region 1, the levels of reporting to which the interaction with identified bullies was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.1% of building administrators. Level 2 (Rarely) was selected by 16.5% of building administrators and 8.4% of school counselors. Level 3 (Sometimes) was selected by 52.7% of building administrators and 45.3% of school

counselors. Level 4 (Often) was selected by 20.9% of building administrators and 31.6% of school counselors. Level 5 (Very Often) was selected by 8.8% of building administrators and 14.7% of school counselors.

Region 2. In Region 2, the levels of reporting to which the interaction with identified bullies was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.4% of school counselors. Level 2 (Rarely) was selected by 16.7% of building administrators and 11.6% of school counselors. Level 3 (Sometimes) was selected by 62.1% of building administrators and 50.7% of school counselors. Level 4 (Often) was selected by 16.7% of building administrators and 26.1% of school counselors. Level 5 (Very Often) was selected by 4.5% of building administrators and 10.1% of school counselors.

Region 3. In Region 3, the levels of reporting to which the interaction with identified bullies was perceived were significantly different between building administrators and school counselors. No participants in Region 3 selected Level 1 (Never). Level 2 (Rarely) was selected by 18.5% of building administrators and 8.6% of school counselors. Level 3 (Sometimes) was selected by 64.8% of building administrators and 43.1% of school counselors. Level 4 (Often) was selected by 11.1% of building administrators and 32.8% of school counselors. Level 5 (Very Often) was selected by 5.6% of building administrators and 15.5% of school counselors.

Region 4. In Region 4, the levels of reporting to which the interaction with identified bullies was perceived were not significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never). Level 2 (Rarely) was selected by 16.1% of building administrators and 13.8% of school counselors. Level 3

(Sometimes) was selected by 51.6% of building administrators and 27.6% of school counselors. Level 4 (Often) was selected by 19.4% of building administrators and 41.4% of school counselors. Level 5 (Very Often) was selected by 12.9% of building administrators and 17.2% of school counselors.

Region 5. In Region 5, the levels of reporting to which the interaction with identified bullies was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 7.4% of school counselors. Level 2 (Rarely) was selected by 22.2% of building administrators and 11.1% of school counselors. Level 3 (Sometimes) was selected by 59.3% of building administrators and 51.9% of school counselors. Level 4 (Often) was selected by 18.5% of building administrators and 25.9% of school counselors. Level 5 (Very Often) was only selected by 3.7% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with identified bullies than building administrators in Region 1 and Region 3 but not significantly greater in Region 2, Region 4, and Region 5.

Interactions with witnesses to bullying. In the survey, participants were asked in Question 6c to provide their perception on interactions with witnesses to bullying. Using the responses to Question 6c in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to perceived interaction with witnesses to bullying. Throughout the state, the levels of reporting to which the interaction with witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 7.4% of building administrators and

5.8% of school counselors. Level 2 (Rarely) was selected by 44.2% of building administrators and 21.9% of school counselors. Level 3 (Sometimes) was selected by 36.8% of building administrators and 51.4% of school counselors. Level 4 (Often) was selected by 9.3% of building administrators and 16.9% of school counselors. Level 5 (Very Often) was selected by 2.2% of building administrators and 4.0% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with witnesses to bullying than building administrators.

Mixed results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in Region 1, Region 2, and Region 3 with regard to perceived interaction with witnesses to bullying, but no significant relationship exists between building administrators and school counselors in Region 4 and Region 5 with regard to perceived interaction with witnesses to bullying.

Region 1. In Region 1, the levels of reporting to which the interaction with witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 6.6% of building administrators and 6.3% of school counselors. Level 2 (Rarely) was selected by 51.6% of building administrators and 25.3% of school counselors. Level 3 (Sometimes) was selected by 26.4% of building administrators and 49.5% of school counselors. Level 4 (Often) was selected by 14.3% of building administrators and 16.8% of school counselors. Level 5 (Very Often) was selected by 1.1% of building administrators and 2.1% of school counselors.

Region 2. In Region 2, the levels of reporting to which the interaction with witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 13.6% of building administrators and 4.3% of school counselors. Level 2 (Rarely) was selected by 40.9% of building administrators and 17.4% of school counselors. Level 3 (Sometimes) was selected by 39.4% of building administrators and 55.1% of school counselors. Level 4 (Often) was selected by 4.5% of building administrators and 18.8% of school counselors. Level 5 (Very Often) was selected by 1.5% of building administrators and 4.3% of school counselors.

Region 3. In Region 3, the levels of reporting to which the interaction with witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 1.9% of building administrators and 5.2% of school counselors. Level 2 (Rarely) was selected by 40.7% of building administrators and 22.4% of school counselors. Level 3 (Sometimes) was selected by 46.3% of building administrators and 46.6% of school counselors. Level 4 (Often) was selected by 11.1% of building administrators and 22.4% of school counselors. Level 5 (Very Often) was only selected by 3.4% of school counselors.

Region 4. In Region 4, the levels of reporting to which the interaction with witnesses to bullying was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.2% of building administrators and 3.4% of school counselors. Level 2 (Rarely) was selected by 29.0% of building administrators and 20.7% of school counselors. Level 3 (Sometimes) was selected by 51.6% of building administrators and 55.2% of school counselors. Level 4 (Often) was selected by

3.2% of building administrators and 6.9% of school counselors. Level 5 (Very Often) was selected by 12.9% of building administrators and 13.8% of school counselors.

Region 5. In Region 5, the levels of reporting to which the interaction with witnesses to bullying was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 11.1% of building administrators and school counselors. Level 2 (Rarely) was selected by 51.9% of building administrators and 22.2% of school counselors. Level 3 (Sometimes) was selected by 29.6% of building administrators and 55.6% of school counselors. Level 4 (Often) was selected by 7.4% of building administrators and 11.1% of school counselors. No participants in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with witnesses to bullying than building administrators in Region 1, Region 2, and Region 3, but not significantly greater in Region 4 and Region 5.

Interactions with non-witnesses to bullying. In the survey, participants were asked in Question 6d to provide their perception on interactions with non-witnesses to bullying. Using the responses to Question 6d in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to perceived interaction with non-witnesses to bullying. Throughout the state, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 30.5% of building administrators and 10.1% of school counselors. Level 2 (Rarely) was selected by 44.2% of building

administrators and 39.6% of school counselors. Level 3 (Sometimes) was selected by 20.8% of building administrators and 39.9% of school counselors. Level 4 (Often) was selected by 2.6% of building administrators and 7.2% of school counselors. Level 5 (Very Often) was selected by 1.9% of building administrators and 3.2% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with non-witnesses to bullying than building administrators.

Mixed results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in Region 1, Region 2, and Region 3 with regard to perceived interaction with non-witnesses to bullying, but no significant relationship exists between building administrators and school counselors in Region 4 and Region 5 with regard to perceived interaction with non-witnesses to bullying.

Region 1. In Region 1, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 36.3% of building administrators and 9.5% of school counselors. Level 2 (Rarely) was selected by 37.4% of building administrators and 38.9% of school counselors. Level 3 (Sometimes) was selected by 22.0% of building administrators and 38.9% of school counselors. Level 4 (Often) was selected by 1.1% of building administrators and 10.5% of school counselors. Level 5 (Very Often) was selected by 3.3% of building administrators and 2.1% of school counselors.

Region 2. In Region 2, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were significantly different between building

administrators and school counselors. Level 1 (Never) was selected by 31.8% of building administrators and 10.1% of school counselors. Level 2 (Rarely) was selected by 48.5% of building administrators and 39.1% of school counselors. Level 3 (Sometimes) was selected by 19.7% of building administrators and 46.4% of school counselors. Level 4 (Often) was only selected by 1.4% of school counselors. Level 5 (Very Often) was only selected by 2.9% of school counselors.

Region 3. In Region 3, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 33.3% of building administrators and 12.1% of school counselors. Level 2 (Rarely) was selected by 38.9% of building administrators and 32.8% of school counselors. Level 3 (Sometimes) was selected by 24.1% of building administrators and 43.1% of school counselors. Level 4 (Often) was selected by 3.7% of building administrators and 6.9% of school counselors. Level 5 (Very Often) was only selected by 5.2% of school counselors.

Region 4. In Region 4, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 9.7% of building administrators and 6.9% of school counselors. Level 2 (Rarely) was selected by 58.1% of building administrators and 48.3% of school counselors. Level 3 (Sometimes) was selected by 16.1% of building administrators and 24.1% of school counselors. Level 4 (Often) was selected by 9.7% of building administrators and 13.8% of school counselors. Level 5 (Very Often) was selected by 6.5% of building administrators and 6.9% of school counselors.

Region 5. In Region 5, the levels of reporting to which the interaction with non-witnesses to bullying was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 25.9% of building administrators and 11.1% of school counselors. Level 2 (Rarely) was selected by 51.9% of building administrators and 48.1% of school counselors. Level 3 (Sometimes) was selected by 18.5% of building administrators and 37.0% of school counselors. Level 4 (Often) was selected by 3.7% of building administrators and school counselors. No participants in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of interaction with non-witnesses to bullying than building administrators in Region 1, Region 2, and Region 3, but not significantly greater in Region 4 and Region 5.

Physical bullying reported. In the survey, participants were asked in Question 7a to provide their perception on extent of physical bullying reported. Using the responses to Question 7a in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state with regard to perceived extent of physical bullying reported. Throughout the state, the levels to which the extent of physical bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.0% of building administrators and 2.9% of school counselors. Level 2 (Rarely) was selected by 25.7% of building administrators and 20.9% of school counselors. Level 3 (Sometimes) was selected by 59.1% of building administrators and 43.9% of school counselors. Level 4 (Often) was selected by 10.4% of building administrators and 28.4% of

school counselors. Level 5 (Very Often) was selected by 1.9% of building administrators and 4.0% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of physical bullying reported than building administrators.

Mixed results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in Region 2, Region 3, and Region 5 with regard to perceived extent of physical bullying reported, but no significant relationship exists between building administrators and school counselors in Region 1 and Region 4 with regard to perceived extent of physical bullying reported.

Region 1. In Region 1, the levels to which the extent of physical bullying reported was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.3% of building administrators and 1.1% of school counselors. Level 2 (Rarely) was selected by 23.1% of building administrators and 26.3% of school counselors. Level 3 (Sometimes) was selected by 60.4% of building administrators and 40.0% of school counselors. Level 4 (Often) was selected by 13.2% of building administrators and 29.5% of school counselors. Level 5 (Very Often) was only selected by 3.2% of school counselors.

Region 2. In Region 2, the levels to which the extent of physical bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.0% of building administrators and 2.9% of school counselors. Level 2 (Rarely) was selected by 30.3% of building administrators and 15.9% of school counselors. Level 3 (Sometimes) was selected by 54.5% of building administrators

and 58.0% of school counselors. Level 4 (Often) was selected by 9.1% of building administrators and 20.3% of school counselors. Level 5 (Very Often) was selected by 3.0% of building administrators and 2.9% of school counselors.

Region 3. In Region 3, the levels to which the extent of physical bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.7% of building administrators and 5.2% of school counselors. Level 2 (Rarely) was selected by 24.1% of building administrators and 17.2% of school counselors. Level 3 (Sometimes) was selected by 57.4% of building administrators and 31.0% of school counselors. Level 4 (Often) was selected by 13.0% of building administrators and 39.7% of school counselors. Level 5 (Very Often) was selected by 1.9% of building administrators and 6.9% of school counselors.

Region 4. In Region 4, the levels to which the extent of physical bullying reported was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 3.4% of school counselors. Level 2 (Rarely) was selected by 9.7% of building administrators and 20.7% of school counselors. Level 3 (Sometimes) was selected by 80.6% of building administrators and 44.8% of school counselors. Level 4 (Often) was selected by 3.2% of building administrators and 24.1% of school counselors. Level 5 (Very Often) was selected by 6.5% of building administrators and 6.9% of school counselors.

Region 5. In Region 5, the levels to which the extent of physical bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.7% of building administrators and school counselors. Level 2 (Rarely) was selected by 44.4% of building administrators and 22.2% of school

counselors. Level 3 (Sometimes) was selected by 22.2% of building administrators and 48.1% of school counselors. Level 4 (Often) was selected by 7.4% of building administrators and 25.9% of school counselors. No participants in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of physical bullying reported than building administrators in Region 2, Region 3, and Region 5, but not significantly greater in Region 1 and Region 4.

Verbal bullying reported. In the survey, participants were asked in Question 7b to provide their perception on extent of verbal bullying reported. Using the responses to Question 7b in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state with regard to perceived extent of verbal bullying reported. Throughout the state, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 0.4% of school counselors. Level 2 (Rarely) was selected by 6.7% of building administrators and 2.2% of school counselors. Level 3 (Sometimes) was selected by 58.4% of building administrators and 25.5% of school counselors. Level 4 (Often) was selected by 29.0% of building administrators and 51.4% of school counselors. Level 5 (Very Often) was selected by 5.9% of building administrators and 20.5% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of verbal bullying reported than building administrators.

Similar results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in all five regions of the state with regard to perceived extent of verbal bullying reported.

Region 1. In Region 1, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 1 selected Level 1 (Never). Level 2 (Rarely) was selected by 7.7% of building administrators and 3.2% of school counselors. Level 3 (Sometimes) was selected by 52.7% of building administrators and 20.0% of school counselors. Level 4 (Often) was selected by 35.2% of building administrators and 53.7% of school counselors. Level 5 (Very Often) was selected by 4.4% of building administrators and 23.2% of school counselors.

Region 2. In Region 2, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was only selected by 1.4% of school counselors. Level 2 (Rarely) was selected by 7.6% of building administrators and 2.9% of school counselors. Level 3 (Sometimes) was selected by 62.1% of building administrators and 26.1% of school counselors. Level 4 (Often) was selected by 24.2% of building administrators and 52.2% of school counselors. Level 5 (Very Often) was selected by 6.1% of building administrators and 17.4% of school counselors.

Region 3. In Region 3, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 1 selected Level 1 (Never). Level 2 (Rarely) was selected by 5.6% of building administrators and 1.7% of school counselors. Level 3 (Sometimes) was selected

by 61.1% of building administrators and 29.3% of school counselors. Level 4 (Often) was selected by 25.9% of building administrators and 43.1% of school counselors. Level 5 (Very Often) was selected by 7.4% of building administrators and 25.9% of school counselors.

Region 4. In Region 4, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 1 selected Level 1 (Never). Level 2 (Rarely) was only selected by 3.2% of building administrators. Level 3 (Sometimes) was selected by 58.1% of building administrators and 24.1% of school counselors. Level 4 (Often) was selected by 25.8% of building administrators and 55.2% of school counselors. Level 5 (Very Often) was selected by 12.9% of building administrators and 20.7% of school counselors.

Region 5. In Region 5, the levels to which the extent of verbal bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 1 selected Level 1 (Never). Level 2 (Rarely) was only selected by 7.4% of building administrators. Level 3 (Sometimes) was selected by 63.0% of building administrators and 37.0% of school counselors. Level 4 (Often) was selected by 29.6% of building administrators and 55.6% of school counselors. Level 5 (Very Often) was only selected by 7.4% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of verbal bullying reported than building administrators in all five regions of the state.

Social bullying reported. In the survey, participants were asked in Question 7c to provide their perception on extent of social bullying reported. Using the responses to Question 7c in the survey, the researcher determined that a significant relationship exists

between building administrators and school counselors as a whole throughout the state with regard to perceived extent of social bullying reported. Throughout the state, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.7% of building administrators and 1.1% of school counselors. Level 2 (Rarely) was selected by 39.0% of building administrators and 7.6% of school counselors. Level 3 (Sometimes) was selected by 39.8% of building administrators and 38.5% of school counselors. Level 4 (Often) was selected by 15.2% of building administrators and 37.4% of school counselors. Level 5 (Very Often) was selected by 2.2% of building administrators and 15.5% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of social bullying reported than building administrators.

Similar results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in all five regions of the state with regard to perceived extent of social bullying reported.

Region 1. In Region 1, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.3% of building administrators and 1.1% of school counselors. Level 2 (Rarely) was selected by 39.6% of building administrators and 6.3% of school counselors. Level 3 (Sometimes) was selected by 39.6% of building administrators and 34.7% of school counselors. Level 4 (Often) was selected by 15.4% of building

administrators and 37.9% of school counselors. Level 5 (Very Often) was selected by 2.2% of building administrators and 20.0% of school counselors.

Region 2. In Region 2, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 7.6% of building administrators and 1.4% of school counselors. Level 2 (Rarely) was selected by 37.9% of building administrators and 7.2% of school counselors. Level 3 (Sometimes) was selected by 47.0% of building administrators and 40.6% of school counselors. Level 4 (Often) was selected by 7.6% of building administrators and 31.9% of school counselors. Level 5 (Very Often) was only selected by 18.8% of school counselors.

Region 3. In Region 3, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 3.7% of building administrators and 1.7% of school counselors. Level 2 (Rarely) was selected by 42.6% of building administrators and 6.9% of school counselors. Level 3 (Sometimes) was selected by 29.6% of building administrators and 36.2% of school counselors. Level 4 (Often) was selected by 20.4% of building administrators and 43.1% of school counselors. Level 5 (Very Often) was selected by 3.7% of building administrators and 12.1% of school counselors.

Region 4. In Region 4, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 4 selected Level 1 (Never). Level 2 (Rarely) was selected by 38.7% of building administrators and 13.8% of school counselors. Level 3 (Sometimes) was selected by 38.7% of building administrators and 34.5% of school counselors. Level 4

(Often) was selected by 16.1% of building administrators and 37.9% of school counselors. Level 5 (Very Often) was selected by 6.5% of building administrators and 13.8% of school counselors.

Region 5. In Region 5, the levels to which the extent of social bullying reported was perceived were significantly different between building administrators and school counselors. No participants in Region 5 selected Level 1 (Never). Level 2 (Rarely) was selected by 33.3% of building administrators and 7.4% of school counselors. Level 3 (Sometimes) was selected by 44.4% of building administrators and 55.6% of school counselors. Level 4 (Often) was selected by 22.2% of building administrators and 37.0% of school counselors. No participants in Region 5 selected Level 5 (Very Often).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of social bullying reported than building administrators in all five regions of the state.

Cyber bullying reported. In the survey, participants were asked in Question 7d to provide their perception on extent of cyber bullying reported. Using the responses to Question 7d in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state with regard to perceived extent of cyber bullying reported. Throughout the state, the levels to which the extent of cyber bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 45.0% of building administrators and 18.7% of school counselors. Level 2 (Rarely) was selected by 23.4% of building administrators and 22.3% of school counselors. Level 3 (Sometimes) was selected by 21.6% of building administrators and 38.1% of school

counselors. Level 4 (Often) was selected by 8.9% of building administrators and 17.6% of school counselors. Level 5 (Very Often) was selected by 1.1% of building administrators and 3.2% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of cyber bullying reported than building administrators.

Mixed results were found when analyzing results by region. As determined by the analysis, the researcher determined that a significant relationship exists between building administrators and school counselors in all five regions of the state except Region 4 with regard to perceived extent of cyber bullying reported.

Region 1. In Region 1, the levels to which the extent of cyber bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 41.8% of building administrators and 15.8% of school counselors. Level 2 (Rarely) was selected by 23.1% of building administrators and 20.0% of school counselors. Level 3 (Sometimes) was selected by 19.8% of building administrators and 36.8% of school counselors. Level 4 (Often) was selected by 15.4% of building administrators and 23.2% of school counselors. Level 5 (Very Often) was only selected by 4.2% of school counselors.

Region 2. In Region 2, the levels to which the extent of cyber bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 40.9% of building administrators and 17.4% of school counselors. Level 2 (Rarely) was selected by 27.3% of building administrators and 17.4% of school counselors. Level 3 (Sometimes) was selected by 25.8% of building administrators and 42.0% of school counselors. Level 4 (Often) was selected by 4.5% of building

administrators and 17.4% of school counselors. Level 5 (Very Often) was selected by 1.5% of building administrators and 5.8% of school counselors.

Region 3. In Region 3, the levels to which the extent of cyber bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 57.4% of building administrators and 22.4% of school counselors. Level 2 (Rarely) was selected by 13.0% of building administrators and 22.4% of school counselors. Level 3 (Sometimes) was selected by 20.4% of building administrators and 43.1% of school counselors. Level 4 (Often) was selected by 7.4% of building administrators and 10.3% of school counselors. Level 5 (Very Often) was selected by 1.9% of building administrators and 1.7% of school counselors.

Region 4. In Region 4, the levels to which the extent of cyber bullying reported was perceived were not significantly different between building administrators and school counselors. Level 1 (Never) was selected by 48.4% of building administrators and 31.0% of school counselors. Level 2 (Rarely) was selected by 29.0% of building administrators and 31.0% of school counselors. Level 3 (Sometimes) was selected by 16.1% of building administrators and 20.7% of school counselors. Level 4 (Often) was selected by 6.5% of building administrators and 17.2% of school counselors. No participants in Region 4 selected Level 5 (Very Often).

Region 5. In Region 5, the levels to which the extent of cyber bullying reported was perceived were significantly different between building administrators and school counselors. Level 1 (Never) was selected by 37.0% of building administrators and 11.1% of school counselors. Level 2 (Rarely) was selected by 29.6% of building administrators and 33.3% of school counselors. Level 3 (Sometimes) was selected by 25.9% of building administrators

and 40.7% of school counselors. Level 4 (Often) was selected by 3.7% of building administrators and 14.8% of school counselors. Level 5 (Very Often) was only selected by 3.7% of building administrators.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors reported a significantly greater perception of cyber bullying reported than building administrators in all regions except Region 4.

Bullying incidents reported to appropriate officials. In the survey, participants were asked Question 9 as follows: What percent of all bullying incidents taking place in your school do you believe are reported to appropriate school officials (i.e., teachers, administrators, counselors)? Using the responses to Question 9 in the survey, the researcher determined that a significant relationship exists between building administrators and school counselors as a whole throughout the state in regard to the extent to which bullying is reported to appropriate school officials. Throughout the state, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived differed significantly between building administrators and school counselors. Level 1 (Less than 10%) was selected by 4.8% of building administrators and 9.4% of school counselors. Level 2 (10% to 25%) was selected by 14.1% of building administrators and 32.4% of school counselors. Level 3 (26% to 50%) was selected by 33.1% of building administrators and 33.8% of school counselors. Level 4 (51% to 75%) was selected by 40.1% of building administrators and 19.8% of school counselors. Level 5 (76% to 100%) was selected by 7.8% of building administrators and 4.7% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors as a whole throughout the state perceive the extent of bullying incidents reported to appropriate school

officials to be significantly less than perceived by building administrators as a whole throughout the state.

Mixed results were found when analyzing results by region. As determined by the analysis, a significant difference between building administrators and school counselors was evident in all regions of the state except Region 4 and Region 5 with regard to the extent of bullying incidents reported to school officials.

Region 1. In Region 1, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived differed significantly between building administrators and school counselors. Level 1 (Less than 10%) was selected by 7.7% of building administrators and 14.7% of school counselors. Level 2 (10% to 25%) was selected by 12.1% of building administrators and 32.6% of school counselors. Level 3 (26% to 50%) was selected by 29.7% of building administrators and 35.8% of school counselors. Level 4 (51% to 75%) was selected by 40.7% of building administrators and 13.7% of school counselors. Level 5 (76% to 100%) was selected by 9.9% of building administrators and 3.2% of school counselors.

Region 2. In Region 2, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived differed significantly between building administrators and school counselors. Level 1 (Less than 10%) was selected by 3.0% of building administrators and 8.7% of school counselors. Level 2 (10% to 25%) was selected by 10.6% of building administrators and 29.0% of school counselors. Level 3 (26% to 50%) was selected by 34.8% of building administrators and 37.7% of school counselors. Level 4 (51% to 75%) was selected by 47.0% of building administrators and 21.7% of school

counselors. Level 5 (76% to 100%) was selected by 4.5% of building administrators and 2.9% of school counselors.

Region 3. In Region 3, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived differed significantly between building administrators and school counselors. Level 1 (Less than 10%) was selected by 1.9% of building administrators and 8.6% of school counselors. Level 2 (10% to 25%) was selected by 18.5% of building administrators and 25.9% of school counselors. Level 3 (26% to 50%) was selected by 25.9% of building administrators and 36.2% of school counselors. Level 4 (51% to 75%) was selected by 46.3% of building administrators and 1.7% of school counselors. Level 5 (76% to 100%) was selected by 7.4% of building administrators and school counselors.

Region 4. In Region 4, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived were not significantly different between building administrators and school counselors. Level 1 (Less than 10%) was selected by 3.2% of building administrators and 3.4% of school counselors. Level 2 (10% to 25%) was selected by 12.9% of building administrators and 37.9% of school counselors. Level 3 (26% to 50%) was selected by 35.5% of building administrators and 20.7% of school counselors. Level 4 (51% to 75%) was selected by 32.3% of building administrators and 27.6% of school counselors. Level 5 (76% to 100%) was selected by 16.1% of building administrators and 10.3% of school counselors.

Region 5. In Region 5, the levels to which extent of bullying incidents were reported to appropriate school officials was perceived were not significantly different between building administrators and school counselors. Level 1 (Less than 10%) was only selected by 7.4% of

building administrators. Level 2 (10% to 25%) was selected by 22.2% of building administrators and 48.1% of school counselors. Level 3 (26% to 50%) was selected by 51.9% of building administrators and 25.9% of school counselors. Level 4 (51% to 75%) was selected by 18.5% of building administrators and 22.2% of school counselors. Level 5 (76% to 100%) was only selected by 3.7% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive the extent of bullying incidents reported to appropriate school officials to be significantly less than perceived by building administrators in Region 1, Region 2, and Region 3, but not significantly less in Region 4 and Region 5.

Research Question 3: Is there a relationship between frequency of bullying incidents reported in a self-administered survey and in state disciplinary records? In the survey, participants were asked Question 4 as follows: To what extent do you perceive bullying a problem in your school? Using the responses to Question 4 in the survey, the researcher determined whether a significant relationship exists between frequency of bullying incidents reported in the survey and those reported in state disciplinary records provided from an Arkansas Department of Education public database. Analysis was conducted on responses from participants as whole and through the following categorical variables: region, position, gender, race/ethnicity, and age range.

As a result of the analysis, the researcher can determine that a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by building administrators and school counselors as a whole throughout the state. In analyzing the results, the researcher discovered that the mean frequencies for bullying incidents reported to the Arkansas

Department of Education were disproportionately associated with the categories of perception by building administrators and school counselors. For instance, the mean frequency of bullying incidents reported as associated with Response 1 (not a problem-never) was 10.50, the highest mean frequency of the five rating categories. The mean frequency of bullying incidents reported as associated with Response 5 (a very large problem-more than once a week) was only 9.85. This disproportionate association when compared with the significant results as noted in the analysis leads the researcher to determine that there is a significant difference between the bullying incidents reported to the Arkansas Department of Education and the extent of bullying perceived by building administrators and school counselors as a whole across the state to be occurring in their schools.

With regard to the other categorical variables, the researcher can determine that a significant relationship exists between the frequency of bullying incidents reported to the Arkansas Department of Education and the different levels of bullying incidents perceived by two groups: school counselors as a whole and participants ages 30-39. In the study, the mean of bullying incidents perceived by school counselors as a whole was 3.44, which is in the middle of bullying being perceived as a moderate problem (four to six times a year) and a large problem (more than once a month). When compared to the mean of actual bullying incidents reported to the Arkansas Department of Education for those schools (9.10), the analysis depicted a significant relationship as well as a significant difference between the five reporting categories regarding the frequency of bullying incidents reported to the Arkansas Department of Education. Similar results were found in participants ages 30-39. In the study, the mean of bullying incidents perceived by participants ages 30-39 was 3.25, which is a little above bullying being perceived as a moderate problem (four to six times a year).

When compared to the mean of actual bullying incidents reported to the Arkansas Department of Education for those schools (9.07), the analysis depicted a significant relationship as well as a significant difference between the five reporting categories regarding the frequency of bullying incidents reported to the Arkansas Department of Education. With regard to the remaining categorical variables, the analysis depicted no significant relationship as well as no significant difference existed between the five reporting levels and the frequency of bullying incidences reported to the Arkansas Department of Education.

Research Question 4a: Is there a relationship between administrators' and school counselors' intervention strategies used to address bullying? In the survey, participants were asked the first part of Question 3 as follows: What intervention strategies have you used to address bullying? Using responses to the first part of Question 3 in the survey, this researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding intervention strategies used to address bullying. Analysis was conducted on each intervention strategy; however, the researcher will provide discussion based on the results as a whole and by region.

Statewide. As a result of the analysis, it can be determined that a significant relationship and difference exists in all but three of the intervention strategies listed in Question 3a: bully prevention rallies or awareness campaigns, contacting parents of bully and victim, and professional development for teachers and other staff members. The results showed that bully prevention rallies or awareness campaigns were only utilized by 13.2% of the participants surveyed, while contacting parents of bully and victim was utilized by 88.1% of the participants surveyed. These extreme results provide a rationale for why these

interventions did not show significant difference between building administrators and school counselors. The intervention of conducting professional development for teachers and other staff members, however, was utilized by 60.3% of the participants surveyed, so the fact that no significant difference between building administrators and school counselors is noted allows the researcher to determine that the use of this intervention is similar for building administrators (50.6%) and school counselors (49.4%) throughout the state.

Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors, the researcher can determine that some interventions are greater utilized by one group over another. Based on use of the strategy, the intervention strategies of disciplining identified bullies through in-school suspension or out-of-school suspension and disciplining identified bullies through corporal punishment are utilized 53.4% and 61.6% respectively by building administrators, while school counselors used the following interventions more regularly: classroom-based bullying prevention for all students (56.6%), character education program for all students (53.3%), small group discussions with victims of bullying (56.1%), small group discussions with identified bullies (54.6%), individualized support for victims of bullying (55.7%), individualized support for identified bullies (55.9%), mediation activity with bully and victim (56.3%).

Region 1. Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors in Region 1, the researcher can determine that school counselors utilized these strategies more than building administrators. Based on use of the strategy, school counselors used the following interventions more regularly than building administrators: classroom-based bullying

prevention for all students (57.4%), individualized support for victims of bullying (54.8%), individualized support for identified bullies (56.8%), mediation activity with bully and victim (56.4%). Some strategies, however, did not produce significant differences. Included were those intervention strategies determined to be more used by school counselors on the statewide level [character education program for all students (52.8%), small group discussions with victims of bullying (55.3%), small group discussions with identified bullies (55.3%)] and those determined to be more used by building administrators on a statewide level [disciplining identified bullies using in-school suspension or out-of-school suspension (51.9%) and disciplining identified bullies using corporal punishment (54.3%)].

Region 2. Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors in Region 2, the researcher can determine that some interventions are greater utilized by one group over another. Based on use of the strategy, the intervention strategies of disciplining identified bullies through in-school suspension or out-of-school suspension and disciplining identified bullies through corporal punishment are utilized 54.3% and 63.9% respectively by building administrators, while the intervention strategies of classroom-based bullying prevention for all students and mediation activity with bully and victim were utilized 57.6% each by school counselors. Some strategies, however, did not produce significant differences. Included were those intervention strategies determined to be more used by school counselors on the statewide level [character education program for all students (52.3%), small group discussions with victims of bullying (54.5%), small group discussions with identified bullies (52.3%), individualized support for victims of bullying (55.0%), and individualized support for identified bullies (55.9%)].

Region 3. Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors in Region 3, the researcher can determine that school counselors utilized these strategies more than building administrators. Based on use of the strategy, school counselors used the following interventions more regularly than building administrators: small group discussions for victims of bullying (63.4%), small group discussions for identified bullies (61.6%), individualized support for victims of bullying (57.4%), mediation activity with bully and victim (60.3%). Some strategies, however, did not produce significant differences. Included were those intervention strategies determined to be more used by school counselors on the statewide level [classroom-based bullying prevention for all students (56.3%), character education program for all students (55.7%), and individualized support for identified bullies (57.5%)] and those determined to be more used by building administrators on a statewide level [disciplining identified bullies using in-school suspension or out-of-school suspension (51.6%) and disciplining identified bullies using corporal punishment (58.5%)].

Region 4. Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors in Region 4, the researcher can determine that some interventions are greater utilized by one group over another. Based on use of the strategy, the intervention strategy of disciplining identified bullies through corporal punishment was utilized 64.7% by building administrators while the intervention strategy of individualized support for victims of bullying was utilized 55.1% by school counselors. Some strategies, however, did not produce significant differences. Included were those intervention strategies determined to be more used by school counselors on the statewide level [classroom-based bullying prevention for all students (53.8%),

character education program for all students (53.5%), small group discussions with victims of bullying (51.2%), small group discussions with identified bullies (46.5%), individualized support for identified bullies (52.4%), and mediation activity with bully and victim (47.8%)] and those determined to be more used by building administrators on the statewide level [disciplining identified bullies using in-school suspension or out-of-school suspension (56.9%)].

Region 5. Regarding the intervention strategies that yielded significant relationships and differences between building administrators and school counselors in Region 5, the researcher can determine that some interventions are greater utilized by one group over another. Based on use of the strategy, the intervention strategy of disciplining identified bullies through corporal punishment was utilized 75.0% by building administrators while the intervention strategy of individualized support for victims of bullying was utilized 56.3% by school counselors. Some strategies, however, did not produce significant differences. Included were those intervention strategies determined to be more used by school counselors on the statewide level [classroom-based bullying prevention for all students (54.8%), character education program for all students (52.3%), small group discussions with victims of bullying (54.1%), small group discussions with identified bullies (52.9%), individualized support for identified bullies (53.5%), and mediation activity with bully and victim (55.3%)] and those determined to be more used by building administrators on the statewide level [disciplining identified bullies using in-school suspension or out-of-school suspension (55.8%)].

Research Question 4b: Is there a relationship between administrators' and school counselors' intervention strategies that have worked best? In the survey, participants were asked the second part of Question 3 as follows: Which intervention strategies have worked best? Using responses to the second part of Question 3 in the survey, this researcher determined whether a significant relationship exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state regarding which intervention strategies used to address bullying worked best. Analysis was conducted on each intervention strategy; however, the researcher will provide discussion based on the results as a whole with region included.

As a result of the analysis, it can be determined that no significant relationship or difference exists in any intervention strategies listed in Question 3b. The results illustrated that participants did not strongly recommend any one intervention strategy as a whole or within region. The intervention strategy with the greatest degree of support was contacting parents of bully and victim (14.4%), followed by mediation activity with bully and victim (13.7%) and disciplining identified bullies through in-school suspension or out-of-school suspension (13.2%). The intervention strategy with the least degree of support was bully prevention rallies or awareness campaigns (1.8%), followed by professional development for teachers and other staff (2.2%) and disciplining identified bullies through corporal punishment (3.7%). These extreme results provide a rationale for why these interventions did not show significant difference between building administrators and school counselors. Within regions, the analysis yielded one significant result. In Region 2, the recommended use of classroom-based bullying prevention for all students was significantly different between school counselors (88.9%) and building administrators (11.1%); however, only nine

participants recommended this strategy, which brings the significance of the results into scrutiny. These results lead the researcher to conclude that building administrators and school counselors did not significantly differ on which intervention strategies worked best; however, none of the strategies presented were highly recommended as interventions that work best with bullying.

Research Question 4c: Is there a relationship between administrators' and school counselors' level of communication in addressing bullying issues? In the survey, participants were asked Question 8 as follows: Since the beginning of school, how many times have you communicated with your building level administrators/school counselors about bullying prevention and/or the anti-bullying policy in your school? Through analysis of responses to Question 8, the researcher determined that no significant difference exists between perceptions of building administrators and school counselors regarding communication of bully prevention strategies and anti-bullying policies as a whole and within the five different regions of the state. Both building administrators and school counselors provided similar representation at each of the five levels of communication present in Question 8. Level 1 (0 times) was selected by 3.3% of building administrators and 4.3% of school counselors. Level 2 (1-2 times) was selected by 24.9% of building administrators and 20.9% of school counselors. Level 3 (3-4 times) was selected by 42.0% of building administrators and 36.3% of school counselors. Level 4 (5-6 times) was selected by 12.6% of building administrators and 17.6% of school counselors. Level 5 (more than 6 times) was selected by 17.1% of building administrators and 20.9% of school counselors. Therefore, the researcher is able to determine that most building administrators and school

counselors communicate with each other 3-4 times a year about bullying prevention and/or the anti-bullying policy in their schools.

Research Question 4d: Is there a relationship between administrators' and school counselors' level of professional development obtained on bullying prevention? In the survey, participants were asked Question 10 as follows: How many hours of professional development on bullying prevention have you obtained during this school year? Through analysis of responses to Question 10 in the survey, the researcher determined that a significant difference existed between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to level of professional development obtained on bullying prevention strategies. Throughout the state, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 31.2% of building administrators and 1.4% of school counselors. Level 2 (1-3 hours) was selected by 57.6% of building administrators and 45.7% of school counselors. Level 3 (4-6 hours) was selected by 10.8% of building administrators and 36.0% of school counselors. Level 4 (7-9 hours) was selected by 0.4% of building administrators and 1.8% of school counselors. Level 5 (more than 9 hours) was only selected by 0.7% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that the hours of professional development on bullying prevention strategies obtained by building administrators is significantly lower than the hours of professional development obtained by school counselors.

Similar results were found when analyzing results by region. As determined by the analysis, a significant difference was evident in all five regions of the state in reference to the

level of professional development on bullying prevention strategies obtained by building administrators when compared to school counselors.

Region 1. In Region 1, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 22.0% of building administrators and 14.7 % of school counselors. Level 2 (1-3 hours) was selected by 67.0% of building administrators and 48.4% of school counselors. Level 3 (4-6 hours) was selected by 11.0% of building administrators and 35.8% of school counselors. Level 4 (7-9 hours) was only selected by 1.1% of school counselors. No participant in Region 1 selected Level 5 (more than 9 hours).

Region 2. In Region 2, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 31.8% of building administrators and 8.7 % of school counselors. Level 2 (1-3 hours) was selected by 57.6% of building administrators and 47.8% of school counselors. Level 3 (4-6 hours) was selected by 10.6% of building administrators and 37.7% of school counselors. Level 4 (7-9 hours) was only selected by 2.9% of school counselors. Level 5 (more than 9 hours) was only selected by 2.9% of school counselors.

Region 3. In Region 3, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 42.6% of building administrators and 24.1 % of school counselors. Level 2 (1-3 hours) was selected by 46.3% of building administrators and 43.1% of school counselors. Level 3 (4-6 hours) was selected by 11.1% of building

administrators and 32.8% of school counselors. No participant in Region 3 selected Level 4 (7-9 hours) or Level 5 (more than 9 hours).

Region 4. In Region 4, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 38.7% of building administrators and 20.7 % of school counselors. Level 2 (1-3 hours) was selected by 51.6% of building administrators and 41.4% of school counselors. Level 3 (4-6 hours) was selected by 6.5% of building administrators and 31.0% of school counselors. Level 4 (7-9 hours) was selected by 3.2% of building administrators and 6.9% of school counselors. No participant in Region 4 selected Level 5 (more than 9 hours).

Region 5. In Region 5, the levels of professional development on bullying prevention strategies obtained differed significantly between building administrators and school counselors. Level 1 (0 hours) was selected by 29.6% of building administrators and 14.8 % of school counselors. Level 2 (1-3 hours) was selected by 55.6% of building administrators and 40.7% of school counselors. Level 3 (4-6 hours) was selected by 14.8% of building administrators and 44.4% of school counselors. No participant in Region 5 selected Level 4 (7-9 hours) and Level 5 (more than 9 hours).

Based on these comparisons and the results of the analysis, the researcher can determine that the hours of professional development on bullying prevention strategies obtained by building administrators is significantly lower than the hours of professional development obtained by school counselors in all five regions of the state.

Research Question 5a: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in disciplining identified bullies? In the survey, participants were asked Question 11 as follows: How effective do you feel your school's anti-bullying policy is in disciplining identified bullies? Through an analysis of responses to Question 11 in the survey, the researcher determined that a significant difference exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of the school anti-bullying policy in disciplining identified bullies. Throughout the state, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 7.1% of building administrators and 4.0% of school counselors. Level 2 (Effective) was selected by 64.7% of building administrators and 23.4% of school counselors. Level 3 (Somewhat Effective) was selected by 25.3% of building administrators and 54.7% of school counselors. Level 4 (Not Very Effective) was selected by 3.0% of building administrators and 17.3% of school counselors. Level 5 (Ineffective) was only selected by 0.7% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive anti-bullying policies to be significantly less effective in disciplining identified bullies than perceived by building administrators.

Similar results were found when analyzing results by region. As determined by the analysis, a significant difference was evident all regions of the state except Region 4 in reference to the effectiveness of anti-bullying policies in disciplining identified bullies perceived by building administrators when compared to school counselors.

Region 1. In Region 1, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 5.5% of building administrators and 5.3% of school counselors. Level 2 (Effective) was selected by 67.0% of building administrators and 23.2% of school counselors. Level 3 (Somewhat Effective) was selected by 25.3% of building administrators and 52.6% of school counselors. Level 4 (Not Very Effective) was selected by 2.2% of building administrators and 17.9% of school counselors. Level 5 (Ineffective) was only selected by 1.1% of school counselors.

Region 2. In Region 2, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 10.6% of building administrators and 2.9% of school counselors. Level 2 (Effective) was selected by 59.1% of building administrators and 18.8% of school counselors. Level 3 (Somewhat Effective) was selected by 28.8% of building administrators and 59.4% of school counselors. Level 4 (Not Very Effective) was selected by 1.5% of building administrators and 18.8% of school counselors. No participants in Region 2 selected Level 5 (Ineffective).

Region 3. In Region 3, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 9.3% of building administrators and 3.4% of school counselors. Level 2 (Effective) was selected by 66.7% of building administrators and 22.4% of school counselors. Level 3 (Somewhat Effective) was selected by 20.4% of building administrators and 65.5% of school counselors.

Level 4 (Not Very Effective) was selected by 3.7% of building administrators and 6.9% of school counselors. Level 5 (Ineffective) was only selected by 1.7% of school counselors.

Region 4. In Region 4, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies were not significantly different between building administrators and school counselors. Level 1 (Very Effective) was selected by 3.2% of building administrators and 6.9% of school counselors. Level 2 (Effective) was selected by 64.5% of building administrators and 34.5% of school counselors. Level 3 (Somewhat Effective) was selected by 22.6% of building administrators and 31.0% of school counselors. Level 4 (Not Very Effective) was selected by 9.7% of building administrators and 27.6% of school counselors. No participants in Region 4 selected Level 5 (Ineffective).

Region 5. In Region 5, the levels of perceived effectiveness of school anti-bullying policies in disciplining identified bullies differed significantly between building administrators and school counselors. Level 1 (Very Effective) was only selected by 3.7% of building administrators. Level 2 (Effective) was selected by 66.7% of building administrators and 25.9% of school counselors. Level 3 (Somewhat Effective) was selected by 29.6% of building administrators and 51.9% of school counselors. Level 4 (Not Very Effective) was only selected by 22.2% of school counselors. No participants in Region 5 selected Level 5 (Ineffective).

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive anti-bullying policies to be significantly less effective in disciplining identified bullies than perceived by building administrators in all regions of the state except Region 4.

Research Question 5b: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in reducing bullying incidents? In the survey, participants were asked Question 12 as follows: How effective do you feel your school's anti-bullying policy is in reducing bullying benefits? Through analysis of responses to Question 12 in the survey, the researcher determined that a significant difference exists between perceptions of building administrators and school counselors as a whole and within the five different regions of the state with regard to the effectiveness of the school anti-bullying policy in reducing bullying incidents. Throughout the state, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 6.3% of building administrators and 3.6% of school counselors. Level 2 (Effective) was selected by 48.7% of building administrators and 15.8% of school counselors. Level 3 (Somewhat Effective) was selected by 40.5% of building administrators and 52.2% of school counselors. Level 4 (Not Very Effective) was selected by 4.1% of building administrators and 25.2% of school counselors. Level 5 (Ineffective) was selected by 0.4% of building administrators and 3.2% of school counselors. Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive anti-bullying policies to be significantly less effective in reducing bullying incidents than perceived by building administrators.

Similar results were found when analyzing results by region. As determined by the analysis, a significant difference was evident all five regions of the state in reference to the effectiveness of anti-bullying policies in reducing bullying incidents perceived by building administrators when compared to school counselors.

Region 1. In Region 1, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 8.8% of building administrators and 5.3% of school counselors. Level 2 (Effective) was selected by 49.5% of building administrators and 17.9% of school counselors. Level 3 (Somewhat Effective) was selected by 41.8% of building administrators and 48.4% of school counselors. Level 4 (Not Very Effective) was only selected by 26.3% of school counselors. Level 5 (Ineffective) was only selected by 2.1% of school counselors.

Region 2. In Region 2, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 6.1% of building administrators and 1.4% of school counselors. Level 2 (Effective) was selected by 45.5% of building administrators and 13.0% of school counselors. Level 3 (Somewhat Effective) was selected by 42.4% of building administrators and 53.6% of school counselors. Level 4 (Not Very Effective) was selected by 4.5% of building administrators and 26.1% of school counselors. Level 5 (Ineffective) was selected by 1.5% of building administrators and 5.8% of school counselors.

Region 3. In Region 3, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 5.6% of building administrators and 5.2% of school counselors. Level 2 (Effective) was selected by 44.4% of building administrators and 17.2% of school counselors. Level 3 (Somewhat Effective) was selected by 44.4% of building administrators and 51.7% of school counselors. Level 4 (Not

Very Effective) was selected by 5.6% of building administrators and 22.4% of school counselors. Level 5 (Ineffective) was only selected by 3.4% of school counselors.

Region 4. In Region 4, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was selected by 3.2% of building administrators and 3.4% of school counselors. Level 2 (Effective) was selected by 54.8% of building administrators and 10.3% of school counselors. Level 3 (Somewhat Effective) was selected by 32.3% of building administrators and 58.6% of school counselors. Level 4 (Not Very Effective) was selected by 9.7% of building administrators and 27.6% of school counselors. No participants in Region 4 selected Level 5 (Ineffective).

Region 5. In Region 5, the levels of perceived effectiveness of school anti-bullying policies in reducing bullying incidents differed significantly between building administrators and school counselors. Level 1 (Very Effective) was only selected by 3.7% of building administrators. Level 2 (Effective) was selected by 55.6% of building administrators and 18.5% of school counselors. Level 3 (Somewhat Effective) was selected by 33.3% of building administrators and 55.6% of school counselors. Level 4 (Not Very Effective) was selected by 7.4% of building administrators and 22.2% of school counselors. Level 5 (Ineffective) was only selected by 3.7% of school counselors.

Based on these comparisons and the results of the analysis, the researcher can determine that school counselors perceive anti-bullying policies to be significantly less effective in reducing bullying incidents than perceived by building administrators in all five regions of the state.

Evaluation of Findings

In this section, the researcher provides an evaluation of the findings resulting from the analysis. The evaluation will link prominent research findings to the body of literature.

Definition of bullying. In terms of defining bullying, the analysis showed that bullying was defined similarly by building administrators and school counselors. To juxtapose with the overall similarity between the groups on how bullying is defined, the researcher noted that definitions of bullying varied greatly within each group. Some participants provided clearer definitions than others, but few mentioned all three critical elements in their definitions. Jacobson and Brauman (2007) corroborate that few school officials, including school counselors who have received specific training on how to deal with student trauma, clearly understand what bullying is and what constitutes a bullying situation. One possible explanation for the similarity in the definition of bullying is the homogenous training building administrators and school counselors receive in relation to bullying prevention. Another explanation is the organizational hierarchy that prevails within many schools, in which teachers are charged with managing the classroom including hindering or handling instances of peer victimization. These issues could lead school counselors and principals to inaccurately gauge the extent to which school bullying exists at their schools. For all children to have the opportunity to embrace a positive school experience, Vreeman and Carroll (2007) claim it is imperative that school leaders acknowledge the nature of victimization and the long-standing effects of such bullying behaviors. This is significant in that researchers have indicated the negative implications of adults not recognizing bullying behavior (Bulach, 2002; Cavanaugh, 2004; Demaray & Malecki, 2002; Griffin & Gross, 2004; Hazler, Carney, & Green, 2001; Merrell, Gueldner, Ross, & Isava, 2008; Peterson &

Skiba, 2001). One such negative implication occurs when a child tells an authority figure about a bullying situation and the authority figure does not recognize the situation as bullying. Weinhold (2003) stated that the lack of knowledge in recognizing bullying behaviors occurs when educators ignore bullying incidences and treat them as minor problems. As stated in the literature review, the failure of authority figures to recognize and effectively respond to bullying incidents invalidates the feelings of the child, making them less likely to report future incidences (Griffin & Gross, 2004; Hazler et al., 2001; Merrell, Gueldner, Ross, & Isava, 2008). In order to improve effectiveness of anti-bullying policies and bullying prevention strategies, building administrators and school counselors must develop a concise understanding of what bullying is as based upon the literature.

Perceptions of bullying as a problem. The analysis also shows that school counselors as a whole perceive bullying in schools to be a significantly larger problem than building administrators as a whole. Similar results are depicted in all regions of the state except Region 4. School counselors in Region 4 do perceive bullying to be a larger problem than building administrators in Region 4, but the results are not significant as in Region 1, Region 2, Region 3, and Region 5. In reviewing demographics in Region 4, it is unclear why significant differences in perceptions were not noted. To determine this, additional research would have to be conducted. The researcher attributes the significant results to three main perceived factors: professional development obtained, interventions used, degree of bullying incidents reported to appropriate officials.

Professional development obtained. The analysis depicted that building administrators receive significantly less professional development training on bullying prevention and anti-bullying policy implementation than school counselors. However, Cavanaugh (2004) notes

that seven in ten principals believe that professional development for school personnel in addition to the implementation of anti-bullying policies would be most helpful in reducing bullying or harassment of students in their school. Other researchers have reported that school officials, teachers in particular, desire more bully prevention training since they lack confidence about managing bullying and disruptive behavior (Jacobsen & Bauman, 2007; Nicholaides et al., 2002; Vossekuil et al., 2002). However, Limber (2004) recommends that professional development for bullying prevention include training on the nature of school bullying and effective management skills. Borg (1998) cites that professional development training on bullying prevention might reduce stress that school officials experience in managing students' disruptive behaviors and promote a positive school climate. Therefore, professional development training received by building administrators and school counselors in the area of bullying prevention and anti-bullying policy implementation is believed to have a direct impact on the perceptions of bullying occurring in schools and on general school climate.

Interventions used. The analysis revealed that building administrators utilize disciplinary interventions significantly more frequently than school counselors, while school counselors utilize classroom-based interventions and counseling interventions significantly more frequently than building administrators. The differences in the use of interventions leads the researcher to conclude that the roles of building administrators and school counselors to impact bullying are different. Building administrators traditionally address bullying occurrences after they occur in order to discipline identified bullies and mediate between bully and victim. School counselors also traditionally address bullying incidents after they occur, as with individualized and small group counseling and peer mediation, but

also traditionally implement bullying prevention measures through the use of classroom bullying prevention activities, character education training, and other awareness activities. The employment of these traditional roles can lead to differences how bullying is perceived and even how incidences are reported. To support this notion, the literature advocates that school officials utilize a variety of bullying support interventions that punitively address bullying incidents but also prevent bullying incidents from occurring (Espelage & Asidao, 2001; Feinberg, 2003; Vreeman & Carroll, 2007). Glover et al. (2000) claim that individual interventions are somewhat effective but may not significantly reduce overall bullying behavior. Moreover, a study conducted by Merrell et al. (2008) concluded that school bullying interventions produce modest positive outcomes and are more likely to influence knowledge, attitudes, and self-perceptions rather than actual bullying behaviors. However, the literature notes that using comprehensive intervention strategies included in well-designed bullying prevention programs reduce, eliminate, and prevent bullying problems and significantly improve overall school climate (Griffin & Gross, 2004; Limber, 2004; Merrell et al., 2008; O'Connell et al., 1999). Additionally, a recent study conducted by Farrington and Ttofi (2009) found that school-based anti-bullying programs are effective in reducing bullying and victimization. The use of these multiple intervention strategies as part of a comprehensive plan allows for schools officials to have distinct roles within the anti-bullying program implementation but to have those roles and responsibilities clearly defined for all members of the school community.

Degree of bullying incidents reported to appropriate officials. The analysis illustrated that building administrators perceive a larger degree of bullying incidents reported to appropriate officials than perceived by school counselors. The research supports the assertion

that bullying is generally not reported. In fact, a recent study conducted by the Regional Education Laboratory Northeast and Islands found that nearly 65 % of victims said the bullying was not reported, either by themselves or others, to teachers or other school officials (Petrosino, Guckenburg, DeVoe, & Hanson, 2010). The reasons for the lack of bullying incidences being reported rests in the victim's inability to trust that school officials will intervene. Research by Unnever and Cornell (2004) indicated that some students do not report bullying because they do not believe school staff would view it as such. Unnever and Cornell also found that educators are often unaware of the scope of bullying occurring in their schools, which hinders implementation of policy and anti-bullying programs. These results were supported by the several studies (Dinkes, Kemp, & Baum, 2009; Kazdin & Rotella, 2009; Middleton, 2008; Rigby, 2000). Additionally, Oliver and Cadappa (2007) claim that the reluctance to tell adults about occurrences of bullying increases with age. The literature is clear that bullying will continue to be tolerated in schools until there is a philosophical shift among school personnel, particularly the leadership, in how they view and respond to bullying behavior.

It is the sum of these factors with other underlying factors that contribute to the differences in perception of building administrators and school counselors in bullying occurring in school.

Effectiveness of anti-bullying policies and bullying prevention programs. The scope of differences in perceptions leads the researcher to question the effectiveness of the anti-bullying policies implemented. As shown in the analysis, school counselors perceive the anti-bullying policies implemented to be significantly less effective both in disciplining identified bullies and in preventing bullying incidents from occurring than perceived by

building administrators. The researcher can determine from these results that the current anti-bullying policies developed and implemented in schools are not motivators of change in bullying behavior. The literature supports this view and claims effective anti-bullying policies and bullying prevention programs must include awareness and adult involvement (Cavanaugh, 2004; Demaray & Malecki, 2002; Farrington & Ttofi, 2009; Pepler & Craig, 1999; Shore, 2005). In order to create a school climate that discourages bullying, school officials must become aware of the extent of bully-victim problems in their own school (Batsche & Knoff, 1994; Bulach, 2002; Crawford, 2002; Feinberg, 2003; Peterson & Skiba, 2001; Ryan, 2009). In addition, effective bullying prevention also requires a commitment on the part of all stakeholders to reduce or eliminate bullying.

So what does an effective bullying prevention program look like? All bullying prevention programs cited in the literature recommend the implementation of a bullying prevention committee at the school level and a coordinator of bullying prevention activities and curricula. Committees are charged with assessing the extent of the problem by designing and administering anonymous student questionnaires. Using the data received from the student questionnaires, committee members can make recommendations about the components to implement and the materials to be acquired. Whitted and Dupper (2005) also claims that training of school officials is critical to properly implement the programs, and the amount of training time necessary may depend on the scope of an individual school's program. Farrington and Ttofi (2009) recommend a one-half to one-day training session for all school officials in order to educate them about the program and their responsibilities and to introduce the new anti-bullying policy. Several researchers (Limber, 2004; Merrell et al., 2008; Olweus, 1993; Shore, 2005; Vreeman & Carroll, 2007) recommend follow-up sessions

a few times during the academic year to discuss problems with the program and provide continuing education. Therefore, the development and implementation of anti-bullying policies that are supported by all stakeholders and the implementation of a comprehensive bullying prevention program that incorporates multiple interventions and supports for bullies, victims, and stakeholders is crucial to the prevention of bullying in schools.

Strengths and Limitations of Study

Among the main purposes of any research is to contribute to the overall body of literature and perspective of the phenomena considered and to produce questions for future exploration into those phenomena. One major step in supporting these purposes is to define strengths and limitations of the current study. This section outlines these strengths and limitations.

Strengths. The current study provides many strengths in contributing to a better understanding of the phenomena. The overall strength of this study was the focus on two different school stakeholders who are many times charged with implementing anti-bullying policies. Previous studies have not considered the perspectives of school building administrators in comparison to those of school counselors. Much of the research about bullying has focused on students' or teachers' perspectives about bullying. Additionally, few studies have examined the interventions used by administrators and counselors in addressing bullying. There also has not been much research that examines the perceptions of administrators and school counselors in the effectiveness of the anti-bullying policies implemented. In short, this research not only provides a clearer understanding of administrators' and school counselors' perceptions of bullying but also gives researchers improved measurements for studying the phenomenon of bullying.

Other strengths include the fact that this study examines the implementation of anti-bullying policies across an entire state. Many studies have examined policies implemented in a school level but very few previous studies have examined the implementation of anti-bullying policies in a larger population, especially statewide. Another strength is that this study provides a distinct time frame for consideration of the phenomena. Many studies do not specify the time frame in which the participants are to provide responses to perceptions of bullying incidents occurring in schools. The current study asked participants to provide perceptions about bullying behaviors they witnessed during the 2009-2010 academic year. This decreases the likelihood that different interpretations in the time frame will occur and increases the propensity for making comparisons across studies and time.

Limitations. There were several limitations that impacted the results of this study. First, this study focused on perceptions of building administrators and school counselors from across the state of Arkansas, which limits the overall generalizability of the results. Replication of this study among school administrators and school counselors among other states with different demographics would serve to substantially increase the external validity of these research findings. In addition, the study only included about one-fourth of the school administrators and school counselors intended to participate in the statewide population. The study could be strengthened by having a larger degree of participation among the intended population. Lack of diversity within the participants also limited the current study. Of those completing the survey, an overwhelming majority (93.4%) were white. Due to the lack of diversity within the participants, the results of this study were not able to fully examine differences between school administrators and school counselors with regard to perceptions of bullying incidents occurring in schools based on race/ethnicity.

Considerations for Future Research

Based upon the evaluation of the findings, the researcher provides the following considerations for future research:

Consideration 1—Replication study to determine generalizability of results. As stated in the methods section, this study was conducted using perceptions of building administrators and school counselors from across the state of Arkansas. This limits the overall generalizability of the results. Therefore, the researcher recommends replication of the current study by comparing perceptions of building administrators and school counselors from different states and national regions in the United States. The surveying of these populations in various geographic locations could yield perceptions of bullying occurrences and the implementation of anti-bullying policies from a broader point of view in order to support or refute the current findings.

Consideration 2—Common definition of bullying as depicted in the literature. As described in the analysis and discussion, there is no difference in the definition of bullying between building administrators and school counselors as a whole throughout the state. While there is general agreement between building administrators and school counselors in the definition of bullying, it is important to note that only a small percentage of participants defined bullying in accordance with the definition described in the literature, which includes the following three elements: intent to harm, intimidate, or ridicule; repetition across time; and imbalance of power. The majority of participants defined bullying as behavior intended to harm, intimidate, or ridicule, which does not consider two of the three elements aforementioned. Therefore, it is recommended that professional development activities be conducted within the state to inform all stakeholders of how bullying is defined within the

literature. Furthermore, the researcher recommends a follow-up survey be conducted to determine if the professional development activities have affected the perceptions of building administrators and school counselors in how bullying is defined.

Consideration 3—Qualitative study to address differences in perceptions of building administrators and school counselors and to establish specific roles and responsibilities. The analysis illustrated significant differences between perceptions of building administrators and school counselors regarding bullying occurring in their schools. The study was structured with the purpose of determining if a relationship or difference exists between the two groups. In order to investigate the phenomenon further, the researcher recommends the implementation of a qualitative study for the purpose of determining reasons for the differences in perceptions. The findings of the study could be used to better understand the phenomenon and to establish specific roles and responsibilities for stakeholders involved in bullying prevention.

Consideration 4—Alignment of perceptions of bullying occurrences with frequency of bullying incidents reported. As described in the discussion, there is a significant difference in the frequency of bullying incidents reported to the Arkansas Department of Education and the perception among building administrators and school counselors across the state of the extent of bullying occurring in their schools. The researcher could not determine based on the scope of the current study whether this disconnect resulted from inaccurate reporting of bullying incidents, differing perceptions among building administrators and/or school counselors, or other mitigating factor(s) affecting the results. Therefore, the researcher recommends that an exploratory study be conducted to further examine the perceptions of building administrators and guidance counselors on the extent of

bullying occurring at school. This study should also include perceptions of other stakeholders in the school environment including students, teachers, parents, and the community. The researcher also recommends another study be conducted to review the procedures for reporting bullying incidents to the Arkansas Department of Education in order to ensure better accuracy in reporting.

Consideration 5—Implementation of effective intervention strategies to prevent bullying. As described in the discussion, participants utilized many of the intervention strategies to address bullying in their schools; however, none of the strategies were overwhelmingly recommended by participants. In order for anti-bullying policies to work, stakeholders must have intervention strategies in place for which they have been trained to use and are comfortable applying (Smokowski & Kopasz, 2005). Moreover, as revealed in the discussion, building administrators and school counselors only received on average three hours of professional development training on bullying prevention. It is the recommendation of this researcher that professional development activities be provided and implemented into the school curricula that will focus on effective intervention strategies as determined in the literature to prevent bullying from occurring in schools. Such professional development activities should be on-going and include follow-up support for stakeholders to better ensure proper implementation. Furthermore, it is recommended that a resource library of professional development support materials on bullying prevention be provided at each education cooperative in the state for use with member school districts.

Consideration 6—Evaluation of the effectiveness of anti-bullying policies. As described in the discussion, significant differences were produced in the perception of building administrators and school counselors in regard to the effectiveness of anti-bullying

policies in disciplining bullies and in reducing bullying incidents. In general, school counselors perceived significantly less effectiveness in the ability of the anti-bullying policies to discipline bullies and reduce bullying incidents than perceived by building administrators. These differences lead the researcher to question the overall effectiveness of the policy. Therefore, the researcher recommends a study be conducted to evaluate the effectiveness of anti-bullying policies in disciplining identified bullies and in reducing bullying incidents. The study should include perceptions of a variety of stakeholders including teachers, students, parents, and community members. The researcher also recommends the establishment of a task force to evaluate the effectiveness of current legislation in provoking change in the implementation of anti-bullying policies in schools.

Conclusion

This study depicted the perceptions of building administrators and school counselors across the state of Arkansas in the implementation of anti-bullying policies in the schools in which they serve. The researcher determined that significant differences exist between perceptions of building administrators and school counselors in this phenomenon. The results of the survey provided valuable information about bullying occurring in schools throughout the state and how building administrators and school counselors perceived the occurrence of bullying, intervention strategies used, and the effectiveness of anti-bullying policies in disciplining identified bullies and in reducing bullying incidents. This study will add to the body of literature on bullying, particularly in regard to perceptions of building administrators and school counselors. This chapter discussed the results from the study and statistically significant findings in terms of the research questions. Based on the results of

the study, conclusions were drawn from the findings, general discussions of the findings were provided, and considerations for future research were presented.

As a final note, it is important to consider that multiple viewpoints exist for how best to respond to bullying. The anti-bullying policy should be just one facet within a multi-layered system to ensure school safety and a positive school climate. While punitive in nature, anti-bullying policies succeed in bringing to the surface the problem with bullying found in our schools. Overall, some strategies used by schools to prevent bullying may be more or less effective for different types and degrees of bullying and for different students and different schools (Rigby, 2000). Despite this, research has indicated that no one approach proves capable enough on its own merits to reduce instances of bullying (Dake et al., 2003). Multiple measures and interventions must be considered in order to eradicate bullying and to promote a school culture that embraces all learners equally.

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APPENDICES

APPENDIX A:

ARKANSAS ANTI-BULLYING LEGISLATION-

ACT 681 OF 2003

ACT 115 OF 2007

ARKANSAS CODE ANNOTATED § 6-18-514

declared to be separable and if any section or provision of this Act is determined to be invalid, such determination shall not affect the validity of any remaining section or provision of this Act.

/s/ Walters

APPROVED: 2/16/2007

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

State of Arkansas *As Engrossed: H3/14/03*
84th General Assembly **A Bill** **Act 681 of 2003**
Regular Session, 2003 HOUSE BILL 2274

By: Representatives House, Weaver, Green, Elliott, Bolin, P. Bookout, Oglesby, Seawel, L. Prater, Hutchinson, Mack, Fite, Chesterfield, Dickinson, Dangeau, Boyd, Blair, Rankin, Parks, Hathorn, Moore, Sumpter, *J. Johnson*
By: Senators J. Jeffress, Wilkins, J. Bookout, Wooldridge, Baker, G. Jeffress, Faris, Bryles

For An Act To Be Entitled

AN ACT TO REQUIRE SCHOOL DISTRICTS TO ADOPT ANTI-BULLYING POLICIES; TO REQUIRE THE POLICIES TO BE FILED WITH THE DEPARTMENT OF EDUCATION; AND FOR OTHER PURPOSES.

Subtitle

AN ACT TO REQUIRE SCHOOL DISTRICTS TO ADOPT ANTI-BULLYING POLICIES; TO REQUIRE THE POLICIES TO BE FILED WITH THE DEPARTMENT OF EDUCATION.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. (a) The school board of directors in every school district shall adopt policies to prevent pupil harassment, also known as "bullying".

(b) The policies shall:

(1) Clearly define conduct that constitutes bullying;

(2) Prohibit bullying while on school property, at school sponsored activities, and on school buses;

(3) State the consequences for engaging in the prohibited conduct, which may vary depending on the age or grade of the student involved;

(4) Require that a school employee who has witnessed, or has reliable information that, a pupil has been a victim of bullying, as defined

by the district, shall report the incident to the principal of the school;

(5) Require that *notice of what constitutes bullying, that bullying is prohibited, and the consequences of engaging in bullying be* conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district; and

(6) Require copies of the *notice of what constitutes bullying, that bullying is prohibited, and the consequences of engaging in bullying be* provided to parents, students, school volunteers, *and employees. The policies shall require that full copies of the policy must be made available upon request.*

(c) A school employee who has reported violations under the school district's policy shall be immune from any *tort liability* which may arise from the failure to remedy the reported incident.

(d) The local school board may provide opportunities for school employees to participate in programs or other activities designed to develop the knowledge and skills to prevent and respond to acts covered by this policy.

(e)(1) The school district shall file with the Department of Education a copy of the policies adopted in compliance with this section.

(2) The State Board of Education shall review the policies provided by the school districts and may recommend changes or improvements to the districts if the board determines the policies need improvement.

SECTION 2. Arkansas Code § 6-18-1005(a)(5), pertaining to student services programs to be provided by school guidance and counseling services, is amended to read as follows:

(5) Group conflict resolution services, which shall include, but are not limited to, the following:

(A) Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups; ~~and~~

(B) Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

(C) Programs designed to prevent bullying.

/s/ House, et al

APPROVED: 3/26/2003

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 115 of the Regular Session

State of Arkansas *As Engrossed: H1/19/07 S2/1/07*
86th General Assembly **A Bill**
Regular Session, 2007 HOUSE BILL 1072

By: Representatives Walters, Abernathy, Cook, R. Green
By: Senators Wilkinson, Altes

For An Act To Be Entitled

AN ACT TO DEFINE BULLYING; TO INCLUDE CYBERBULLYING IN PUBLIC SCHOOL DISTRICT ANTIBULLYING POLICIES; AND FOR OTHER PURPOSES.

Subtitle

AN ACT TO DEFINE BULLYING AND TO INCLUDE CYBERBULLYING IN PUBLIC SCHOOL DISTRICT ANTIBULLYING POLICIES.

WHEREAS, bullying creates an intolerable and sometimes dangerous educational environment for a student or public school employee who is the target of bullying or who is close to the target; and

WHEREAS, the definition of bullying varies widely among public school districts in the state and the General Assembly finds that public school districts and the Department of Education would benefit from legislative guidance for defining bullying; and

WHEREAS, cyberbullying, or the use of computers, websites, the Internet, cell phones, text messaging, chat rooms, and instant messaging to ridicule, harass, intimidate, humiliate, or otherwise bully another student, is a growing problem for public school students due to the increased use of such electronic devices by children both on and off of public school premises; and

WHEREAS, ***cyberbullies*** feel protected by anonymity and by the knowledge that children who are targeted do not want to report cyber assaults because they fear losing their access to electronic devices or having the situation

aggravated by adult interference; and

WHEREAS, because cyberbullying has the potential for instantaneous distribution to a wide audience, it can impact the educational environment by rapidly reaching a large number of students and public school employees, and creating an environment of fear and intimidation that materially or substantially disrupts class work and discipline in a public school,

NOW THEREFORE,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-18-514(a) and (b)(1) and (2) regarding public school district antibullying policies, are amended to read as follows:

(a)(1) The General Assembly finds that every public school student in this state has the right to receive his or her public education in a public school educational environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student.

(2) The school board of directors in every public school district shall adopt policies to prevent pupil harassment, also known as bullying.

(3) As used in this subchapter:

(A) "Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

(i) Physical harm to a public school employee or student or damage to the public school employee's or student's property;

(ii) Substantial interference with a student's education or with a public school employee's role in education;

(iii) A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or

(iv) Substantial disruption of the orderly operation of the school or educational environment;

(B) "Electronic act" means without limitation a communication or image transmitted by means of an electronic device,

including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager;

(C) "Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

(D) "Substantial disruption" means without limitation that any one or more of the following occur as a result of the bullying:

(i) Necessary cessation of instruction or educational activities;

(ii) Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;

(iii) Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

(iv) Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

(b) The policies shall:

(1)(A) Clearly define conduct that constitutes bullying.

(B) The definition shall include without limitation the definition contained in subsection (a) of this section;

(2) Prohibit bullying:

(A) ~~while~~ While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, ~~or~~ at school-sanctioned events; or

(B)(i) By an electronic act that results in the substantial disruption of the orderly operation of the school or educational environment.

(ii) This section shall apply to an electronic act whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

SECTION. 2. Separability. The provisions of this Act are hereby

Arkansas Code Annotated § 6-18-514. Antibullying policies.

(a) (1) The General Assembly finds that every public school student in this state has the right to receive his or her public education in a public school educational environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student.

(2) The school board of directors in every public school district shall adopt policies to prevent pupil harassment, also known as bullying.

(3) As used in this subchapter:

(A) "Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

(i) Physical harm to a public school employee or student or damage to the public school employee's or student's property;

(ii) Substantial interference with a student's education or with a public school employee's role in education;

(iii) A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or

(iv) Substantial disruption of the orderly operation of the school or educational environment;

(B) "Electronic act" means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager;

(C) "Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

(D) "Substantial disruption" means without limitation that any one (1) or more of the following occur as a result of the bullying:

(i) Necessary cessation of instruction or educational activities;

(ii) Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;

(iii) Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

(iv) Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

(b) The policies shall:

(1) (A) Clearly define conduct that constitutes bullying.

(B) The definition shall include without limitation the definition contained in subsection (a) of this section;

(2) Prohibit bullying:

(A) While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school sanctioned events; or

(B) (i) By an electronic act that results in the substantial disruption of the orderly operation of the school or educational environment.

(ii) This section shall apply to an electronic act whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

(3) State the consequences for engaging in the prohibited conduct, which may vary depending on the age or grade of the student involved;

(4) Require that a school employee who has witnessed or has reliable information that a pupil has been a victim of bullying as defined by the district shall report the incident to the principal;

(5) Require that the person or persons who file a complaint will not be subject to retaliation or reprisal in any form;

(6) Require that notice of what constitutes bullying, that bullying is prohibited, and that the consequences of engaging in bullying be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district; and

(7) Require that copies of the notice of what constitutes bullying, that bullying is prohibited, and that the consequences of engaging in bullying be provided to parents, students, school volunteers, and employees. Each policy shall require that a full copy of the policy be made available upon request.

(c) A school employee who has reported violations under the school district's policy shall be immune from any tort liability that may arise from the failure to remedy the reported incident.

(d) The local school board of directors may provide opportunities for school employees to participate in programs or other activities designed to develop the knowledge and skills to prevent and respond to acts covered by this policy.

(e) (1) The school district shall file with the Department of Education a copy of the policies adopted in compliance with this section.

(2) The State Board of Education shall review the policies provided by the school districts and may recommend changes or improvements to the districts if the state board determines that the policies need improvement.

History. Acts 2003, No. 681, § 1; 2005, No. 1437, § 1; 2007, No. 115, § 1.

APPENDIX B:

SURVEY INSTRUMENTS-

BUILDING LEVEL ADMINISTRATORS

SCHOOL COUNSELORS

Anti-Bullying Survey--Building Administrators

Directions

I am interested in learning about your experiences in implementing your school district's anti-bullying policy. Please read each question and provide an answer that best describes your experiences in implementing your school district anti-bullying policy. Please know that the results of this survey, including all written responses, will be kept completely confidential as maintained in the Institutional Review Board (IRB) approval of this research study, so no entity besides the researcher and his committee will know how you answer. Please DO NOT state your name on any part of this survey, but please do provide us with demographic information including your school LEA number in the area designated. The results of this survey will be used to recommend approaches for bullying intervention and as beginning data for refinement of school policy. This survey should be completed only by building level administrators directly responsible for student discipline.

Please write anything in this survey that you feel will be helpful for me to better understand your experience in implementing your school district's anti-bullying policy.

Anti-Bullying Survey--Building Administrators

Demographic Information

Please provide us with the following demographic information. This information will assist us in conducting statistical analysis of your responses when compared to others. Remember, all information provided will be kept completely confidential as directed in the Insitutional Review Board (IRB) approval of this research study.

*** 1. What is your gender?**

*** 2. What is your race/ethnicity?**

*** 3. What is your age?**

*** 4. How many years have you been an educator?**

*** 5. How many years have you been a school administrator?**

*** 6. What is your school LEA number (7 DIGITS)?**
(EXAMPLE: 01-01-001 is Dewitt Elementary School in Dewitt School District)

Other (If not listed above, please specify)

Page 2

Anti-Bullying Survey--Building Administrators

Anti-Bullying Policy Implementation and Perceptions of Bullying

Please address each question below based on your experiences during the 2009-2010 school year.

*** 1. In your own words, how would you describe bullying behavior?**

*** 2. Describe how you address bullying in your school?**

*** 3. What intervention strategies have you used to address bullying? (Check as many as apply.)**

- [ ] Classroom-based bully prevention programs for all students
- [ ] Character Education program activities for all students
- [ ] Bully Prevention rallies or awareness campaign
- [ ] Small group discussion with victims of bullying
- [ ] Small group discussion with identified bullies
- [ ] Individualized support for victims of bullying
- [ ] Individualized support for identified bullies
- [ ] Mediation activity with bully and victim (i.e., conflict resolution)
- [ ] Contacting parents of bully and/or victim
- [ ] Professional development for teachers and other staff
- [ ] Disciplining identified bullies through in-school suspension or out-of-school suspension
- [ ] Disciplining identified bullies through corporal punishment

Which intervention strategies have worked best in reducing bullying incidents?

Anti-Bullying Survey--Building Administrators

*** 4. To what extent do you perceive bullying a problem in your school?**

- ◯ Not a problem (never)
- ◯ A small problem (once or twice a year)
- ◯ A moderate problem (four to six times a year)
- ◯ A large problem (more than once a month)
- ◯ A very large problem (more than once a week)

*** 5. Think about when you are made aware of a bulling situation. Who is the source?**

	Never	Rarely	Sometimes	Often	Very Often
Student-Reported Bullying	◯	◯	◯	◯	◯
Parent-Reported Bullying	◯	◯	◯	◯	◯
Teacher Reported Bullying	◯	◯	◯	◯	◯
Counselor-Reported Bullying	◯	◯	◯	◯	◯

*** 6. Since the beginning of this school year, please estimate how often you have dealt with the following:**

	Never	Rarely	Sometimes	Often	Very Often
Victim of Bullying	◯	◯	◯	◯	◯
Identified Bully	◯	◯	◯	◯	◯
Witness to Bullying (Bystander)	◯	◯	◯	◯	◯
Non eye-witness of Bullying	◯	◯	◯	◯	◯

Anti-Bullying Survey--Building Administrators

*** 7. Please indicate how often the various kinds of bullying have been brought to your attention:**

	Never	Rarely	Sometimes	Often	Very Often
Physical Bullying (hitting, kicking, biting, slapping, thumping, pushing)	◯	◯	◯	◯	◯
Verbal Bullying (name-calling, teasing, laughing, taunting, threatening)	◯	◯	◯	◯	◯
Social Bullying (exclusion from group, group taunting, group teasing, gossiping, isolation)	◯	◯	◯	◯	◯
Cyber Bullying (bullying through the use of electronic media, email, text messaging, social forums such as Facebook or Twitter, etc.)	◯	◯	◯	◯	◯

*** 8. Since the beginning of school, how many times have you communicated with your building level guidance counselors about bullying prevention and/or the anti-bullying policy in your school?**

- ◯ 0 times
- ◯ 1-2 times
- ◯ 3-4 times
- ◯ 5-6 times
- ◯ More than 6 times

*** 9. What percent of all bullying incidents taking place in your school do you believe are reported to appropriate school officials (i.e., teachers, administrators, counselors)?**

- ◯ Less than 10%
- ◯ 10% to 25%
- ◯ 26% to 50%
- ◯ 51% to 75%
- ◯ 76% to 100%

Anti-Bullying Survey--Building Administrators

*** 10. How many hours of professional development on bullying prevention have you obtained during this school year?**

- ◯ 0 hours
- ◯ 1-3 hours
- ◯ 4-6 hours
- ◯ 7-9 hours
- ◯ More than 9 hours

*** 11. How effective do you feel your school's anti-bullying policy is in disciplining identified bullies?**

- ◯ Very Effective
- ◯ Effective
- ◯ Somewhat Effective
- ◯ Not Very Effective
- ◯ Ineffective

*** 12. How effective do you feel your school's anti-bullying policy is in reducing bullying incidents?**

- ◯ Very Effective
- ◯ Effective
- ◯ Somewhat Effective
- ◯ Not Very Effective
- ◯ Ineffective

13. Are there any additional comments you wish to add?

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Anti-Bullying Survey--Building Administrators

Survey Completed

Thank you so much for participating in this survey. Please contact me if you have any questions or additional thoughts regarding this study or your perceptions of bullying in general. My email address is cb9999@rocketmail.com. I also invite you to visit my blog using the link below to further address your concerns regarding bullying prevention and the implementation of your school's anti-bullying policy. Remember all responses sent to me in this study will be kept completely confidential.

LINK TO BLOG: http://profiles.yahoo.com/blog/FH07UR7LZEG7QMKSYUMXNAUDBA?eid=xb4ZYI1gySlYymle0TpnHxFli22feO8lja_kX0aUJJiVxBTklQ

Thank you so much for your active participation in this study!

Anti-Bullying Survey--School Guidance Counselors

Survey Completed

Thank you so much for participating in this survey. Please contact me if you have any questions or additional thoughts regarding this study or your perceptions of bullying in general. My email address is cb9999@rocketmail.com. I also invite you to visit my blog using the link below to further address your concerns regarding bullying prevention and the implementation of your school's anti-bullying policy. Remember all responses sent to me in this study will be kept completely confidential.

LINK TO BLOG: http://profiles.yahoo.com/blog/FH07UR7LZEG7QMKSYUMXNAUDBA?eid=xb4ZYI1gySlYymle0TpnHxFli22feO8lja_kX0aUJJiVxBTklQ

Thank you so much for your active participation in this study!

Anti-Bullying Survey--School Guidance Counselors

Directions

I am interested in learning about your experiences in implementing your school district's anti-bullying policy. Please read each question and provide an answer that best describes your experiences in implementing your school district anti-bullying policy. Please know that the results of this survey, including all written responses, will be kept completely confidential as maintained in the Institutional Review Board (IRB) approval of this research study, so no entity besides the researcher and his committee will know how you answer. Please DO NOT state your name on any part of this survey, but please do provide us with demographic information including your school LEA number in the area designated. The results of this survey will be used to recommend approaches for bullying intervention and as beginning data for refinement of school policy.

Please write anything in this survey that you feel will be helpful for me to better understand your experience in implementing your school district's anti-bullying policy.

Anti-Bullying Survey--School Guidance Counselors

Demographic Information

Please provide us with the following demographic information. This information will assist us in conducting statistical analysis of your responses when compared to others. Remember, all information provided will be kept completely confidential as directed in the Insitutional Review Board (IRB) approval of this research study.

*** 1. What is your gender?**

*** 2. What is your race/ethnicity?**

*** 3. What is your age?**

*** 4. How many years have you been an educator?**

*** 5. How many years have you been a school guidance counselor?**

*** 6. What is your school LEA number (7 DIGITS)?**
(EXAMPLE: 01-01-001 is Dewitt Elementary School in Dewitt School District)

Other (If not listed above, please specify)

Page 2

Anti-Bullying Survey--School Guidance Counselors

Anti-Bullying Policy Implementation and Perceptions of Bullying

Please address each question below based on your experiences during the 2009-2010 school year.

*** 1. In your own words, how would you describe bullying behavior?**

*** 2. Describe how you address bullying in your school?**

*** 3. What intervention strategies have you used to address bullying? (Check as many as apply.)**

- [ ] Classroom-based bully prevention programs for all students
- [ ] Character Education program activities for all students
- [ ] Bully Prevention rallies or awareness campaign
- [ ] Small group discussion with victims of bullying
- [ ] Small group discussion with identified bullies
- [ ] Individualized support for victims of bullying
- [ ] Individualized support for identified bullies
- [ ] Mediation activity with bully and victim (i.e., conflict resolution)
- [ ] Contacting parents of bully and/or victim
- [ ] Professional development for teachers and other staff
- [ ] Disciplining identified bullies through in-school suspension or out-of-school suspension
- [ ] Disciplining identified bullies through corporal punishment

Which intervention strategies have worked best in reducing bullying incidents?

Anti-Bullying Survey--School Guidance Counselors

*** 4. To what extent do you perceive bullying a problem in your school?**

- ◯ Not a problem (never)
- ◯ A small problem (once or twice a year)
- ◯ A moderate problem (four to six times a year)
- ◯ A large problem (more than once a month)
- ◯ A very large problem (more than once a week)

*** 5. Think about when you are made aware of a bulling situation. Who is the source?**

	Never	Rarely	Sometimes	Often	Very Often
Student-Reported Bullying	◯	◯	◯	◯	◯
Parent-Reported Bullying	◯	◯	◯	◯	◯
Teacher Reported Bullying	◯	◯	◯	◯	◯
Administrator-Reported Bullying	◯	◯	◯	◯	◯

*** 6. Since the beginning of this school year, please estimate how often you have dealt with the following:**

	Never	Rarely	Sometimes	Often	Very Often
Victim of Bullying	◯	◯	◯	◯	◯
Identified Bully	◯	◯	◯	◯	◯
Witness to Bullying (Bystander)	◯	◯	◯	◯	◯
Non eye-witness of Bullying	◯	◯	◯	◯	◯

Anti-Bullying Survey--School Guidance Counselors

*** 7. Please indicate how often the various kinds of bullying have been brought to your attention:**

	Never	Rarely	Sometimes	Often	Very Often
Physical Bullying (hitting, kicking, biting, slapping, thumping, pushing)	◯	◯	◯	◯	◯
Verbal Bullying (name-calling, teasing, laughing, taunting, threatening)	◯	◯	◯	◯	◯
Social Bullying (exclusion from group, group taunting, group teasing, gossiping, isolation)	◯	◯	◯	◯	◯
Cyber Bullying (bullying through the use of electronic media, email, text messaging, social forums such as Facebook or Twitter, etc.)	◯	◯	◯	◯	◯

*** 8. Since the beginning of school, how many times have you communicated with your building level administrators about bullying prevention and/or the anti-bullying policy in your school?**

- ◯ 0 times
- ◯ 1-2 times
- ◯ 3-4 times
- ◯ 5-6 times
- ◯ More than 6 times

*** 9. What percent of all bullying incidents taking place in your school do you believe are reported to appropriate school officials (i.e., teachers, administrators, counselors)?**

- ◯ Less than 10%
- ◯ 10% to 25%
- ◯ 26% to 50%
- ◯ 51% to 75%
- ◯ 76% to 100%

Anti-Bullying Survey--School Guidance Counselors

*** 10. How many hours of professional development on bullying prevention have you obtained during this school year?**

- ◯ 0 hours
- ◯ 1-3 hours
- ◯ 4-6 hours
- ◯ 7-9 hours
- ◯ More than 9 hours

*** 11. How effective do you feel your school's anti-bullying policy is in disciplining identified bullies?**

- ◯ Very Effective
- ◯ Effective
- ◯ Somewhat Effective
- ◯ Not Very Effective
- ◯ Ineffective

*** 12. How effective do you feel your school's anti-bullying policy is in reducing bullying incidents?**

- ◯ Very Effective
- ◯ Effective
- ◯ Somewhat Effective
- ◯ Not Very Effective
- ◯ Ineffective

13. Are there any additional comments you wish to add?

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APPENDIX C:

CODING MAP WITH FREQUENCIES

BULLYING BEHAVIOR
CODING MAP WITH FREQUENCIES
N=547 TOTAL ENTRIES

Demographic Information			
Region	**Code**	**Number**	**Percent**
Northwest Arkansas (Region 1)	1	186	34.0%
Northeast Arkansas (Region 2)	2	135	24.7%
Central Arkansas (Region 3)	3	112	20.5%
Southwest Arkansas (Region 4)	4	60	11.0%
Southeast Arkansas (Region 5)	5	54	9.9%
Local Education Agency (LEA) Participation	**Code**	**Number**	**Percent**
LEA Match	LEA Number	504	92.1%
LEA No Match	LEA Number	43	7.9%
Position	**Code**	**Number**	**Percent**
Building Administrator	1	269	49.2%
School Counselor	2	278	50.8%
Gender	**Code**	**Number**	**Percent**
Male	1	169	30.9%
Female	2	378	69.1%
Race/Ethnicity	**Code**	**Number**	**Percent**
Hispanic	1	3	0.5%
White/Caucasian	2	511	93.4%
African-American	3	29	5.3%
Asian/Pacific Islander	4	0	0.0%
Native American	5	0	0.0%
Two or More Races/Ethnicities	6	4	0.7%
Age Range	**Code**	**Number**	**Percent**
20-29	1	5	0.9%
30-39	2	84	15.4%
40-49	3	200	36.6%
50-59	4	203	37.1%
60-69	5	53	9.7%
70+	6	2	0.4%
Years in Education	**Code**	**Mean**	
Range: Less than 1 year—40+ years	1-42	23.34	
Years in Position	**Code**	**Mean**	
Range: Less than 1 year—40+ years	1-42	12.97	

Question 1: Definition of Bullying			
Definition focuses on the following bullying indicators:	**Code**	**Number**	**Percent**
(1) Behavior intended to harm, disturb, or frighten	1	316	57.8%
(2) Behavior occurs repeatedly over time	2	5	0.9%
(3) Behavior demonstrates an imbalance of power, with a more powerful person or group attacking a less powerful one	3	64	11.7%
Response includes both 1 and 2	4	22	4.0%
Response includes both 2 and 3	5	15	2.7%
Response includes both 1 and 3	6	107	19.6%
Response includes all three indicators	7	18	3.3%

Question 3a: Intervention Strategies Used			
1—Classroom-based bullying for all students	**Code**	**Number**	**Percent**
Not Used	0	183	33.5%
Used	1	364	66.5%
2—Character education program for all students	**Code**	**Number**	**Percent**
Not Used	0	132	24.1%
Used	1	415	75.9%
3—Bully prevention rallies or awareness campaigns	**Code**	**Number**	**Percent**
Not Used	0	475	86.8%
Used	1	72	13.2%
4—Small group discussions with victims of bullying	**Code**	**Number**	**Percent**
Not Used	0	167	30.5%
Used	1	380	69.5%
5—Small group discussions with identified bullies	**Code**	**Number**	**Percent**
Not Used	0	177	32.4%
Used	1	370	67.6%
6—Individualized support for victims of bullying	**Code**	**Number**	**Percent**
Not Used	0	96	17.6%
Used	1	451	82.4%
7—Individualized support for identified bullies	**Code**	**Number**	**Percent**
Not Used	0	157	28.7%
Used	1	390	71.3%
8—Mediation Activity with bully and victim	**Code**	**Number**	**Percent**
Not Used	0	165	30.2%
Used	1	382	69.8%
9—Contacting parents of bully and victim	**Code**	**Number**	**Percent**
Not Used	0	65	11.9%
Used	1	482	88.1%
10—Professional development for teachers and other staff	**Code**	**Number**	**Percent**
Not Used	0	217	39.7%
Used	1	330	60.3%
11—Disciplining identified bullies through in-school suspension or out-of-school suspension	**Code**	**Number**	**Percent**
Not Used	0	86	15.7%
Used	1	461	84.3%
12—Disciplining identified bullies through corporal punishment	**Code**	**Number**	**Percent**
Not Used	0	349	63.8%
Used	1	198	36.2%

Question 3b: Intervention Strategies That Work Best			
1—Classroom-based bullying for all students	**Code**	**Number**	**Percent**
Not Recommended	0	498	91.0%
Recommended	1	49	9.0%
2—Character education program for all students	**Code**	**Number**	**Percent**
Not Recommended	0	518	94.7%
Recommended	1	29	5.3%
3—Bully prevention rallies or awareness campaigns	**Code**	**Number**	**Percent**
Not Recommended	0	537	98.2%
Recommended	1	10	1.8%
4—Small group discussions with victims of bullying	**Code**	**Number**	**Percent**
Not Recommended	0	512	93.6%
Recommended	1	35	6.4%
5—Small group discussions with identified bullies	**Code**	**Number**	**Percent**
Not Recommended	0	513	93.8%
Recommended	1	34	6.2%
6—Individualized support for victims of bullying	**Code**	**Number**	**Percent**
Not Recommended	0	485	88.7%
Recommended	1	62	11.3%
7—Individualized support for identified bullies	**Code**	**Number**	**Percent**
Not Recommended	0	493	90.1%
Recommended	1	54	9.9%
8—Mediation Activity with bully and victim	**Code**	**Number**	**Percent**
Not Recommended	0	472	86.3%
Recommended	1	75	13.7%
9—Contacting parents of bully and victim	**Code**	**Number**	**Percent**
Not Recommended	0	468	85.6%
Recommended	1	79	14.4%
10—Professional development for teachers and other staff	**Code**	**Number**	**Percent**
Not Recommended	0	535	97.8%
Recommended	1	12	2.2%
11—Disciplining identified bullies through in-school suspension or out-of-school suspension	**Code**	**Number**	**Percent**
Not Recommended	0	475	86.8%
Recommended	1	72	13.2%
12—Disciplining identified bullies through corporal punishment	**Code**	**Number**	**Percent**
Not Recommended	0	527	96.3%
Recommended	1	20	3.7%

Question 4: Extent of Bullying Perceived			
	Code	**Number**	**Percent**
Not a problem (never)	1	4	0.7%
A small problem (once or twice a year)	2	88	16.1%
A moderate problem (four to six times a year)	3	283	51.7%
A large problem (more than once a month)	4	145	26.5%
A very large problem (more than once a week)	5	27	4.9%

Question 5: Source of Bullying Reports			
A—Student-Reported Bullying	**Code**	**Number**	**Percent**
Never	1	1	0.2%
Rarely	2	15	2.7%
Sometimes	3	164	30.0%
Often	4	244	44.6%
Very Often	5	123	22.5%
B—Parent-Reported Bullying	**Code**	**Number**	**Percent**
Never	1	2	0.4%
Rarely	2	122	22.3%
Sometimes	3	303	55.4%
Often	4	106	19.4%
Very Often	5	14	2.6%
C—Teacher-Reported Bullying	**Code**	**Number**	**Percent**
Never	1	11	2.0%
Rarely	2	100	18.3%
Sometimes	3	294	53.7%
Often	4	117	21.4%
Very Often	5	25	4.6%
D—Counselor/Administrator-Reported Bullying	**Code**	**Number**	**Percent**
Never	1	37	6.8%
Rarely	2	176	32.2%
Sometimes	3	261	47.7%
Often	4	66	12.1%
Very Often	5	7	1.3%

Question 6: Interaction with Bullying Entities			
A—Victim of bullying	**Code**	**Number**	**Percent**
Never	1	2	0.4%
Rarely	2	48	8.8%
Sometimes	3	275	50.3%
Often	4	173	31.6%
Very Often	5	49	9.0%
B—Identified bully	**Code**	**Number**	**Percent**
Never	1	4	0.7%
Rarely	2	75	13.7%
Sometimes	3	281	51.4%
Often	4	133	24.3%
Very Often	5	54	9.9%
C—Witness to bullying (Bystander)	**Code**	**Number**	**Percent**
Never	1	36	6.6%
Rarely	2	180	32.9%
Sometimes	3	242	44.2%
Often	4	72	13.2%
Very Often	5	17	3.1%
D—Non-eye witness to bullying	**Code**	**Number**	**Percent**
Never	1	110	20.1%
Rarely	2	229	41.9%
Sometimes	3	167	30.5%
Often	4	27	4.9%
Very Often	5	14	2.6%

Question 7: Types of Bullying Reported			
A—Physical bullying	**Code**	**Number**	**Percent**
Never	1	16	2.9%
Rarely	2	127	23.2%
Sometimes	3	281	51.4%
Often	4	107	19.6%
Very Often	5	16	2.9%
B—Verbal bullying	**Code**	**Number**	**Percent**
Never	1	1	0.2%
Rarely	2	24	4.4%
Sometimes	3	228	41.7%
Often	4	221	40.4%
Very Often	5	73	13.3%
C—Social bullying	**Code**	**Number**	**Percent**
Never	1	13	2.4%
Rarely	2	126	23.0%
Sometimes	3	214	39.1%
Often	4	145	26.5%
Very Often	5	49	9.0%
D—Cyber bullying	**Code**	**Number**	**Percent**
Never	1	173	31.6%
Rarely	2	125	22.9%
Sometimes	3	164	30.0%
Often	4	73	13.3%
Very Often	5	12	2.2%

Question 8: Communication with Counselor/Administrator about Bullying			
Frequency of communication about bullying:	**Code**	**Number**	**Percent**
0 times	1	21	3.8%
1-2 times	2	125	22.9%
3-4 times	3	214	39.1%
5-6 times	4	83	15.2%
More than 6 times	5	104	19.0%

Question 9: Bullying Incidents Reported to Appropriate Officials			
Percent of incidents reported:	**Code**	**Number**	**Percent**
Less than 10%	1	39	7.1%
10% to 25%	2	128	23.4%
26% to 50%	3	183	33.5%
51% to 75%	4	163	29.8%
76% to 100%	5	34	6.2%

Question 10: Professional Development Obtained			
Number of Professional Development Hours:	**Code**	**Number**	**Percent**
0 hours	1	128	23.4%
1-3 hours	2	282	51.6%
4-6 hours	3	129	23.6%
7-9 hours	4	6	1.1%
More than 9 hours	5	2	0.4%

Question 11: Effectiveness of Policy in Disciplining Identified Bullies			
	Code	**Number**	**Percent**
Very Effective	1	30	5.5%
Effective	2	239	43.7%
Somewhat Effective	3	220	40.2%
Not Very Effective	4	56	10.2%
Ineffective	5	2	0.4%

Question 12: Effectiveness of Policy in Reducing Bullying Incidents			
	Code	**Number**	**Percent**
Very Effective	1	27	4.9%
Effective	2	175	32.0%
Somewhat Effective	3	254	46.4%
Not Very Effective	4	81	14.8%
Ineffective	5	10	1.8%

APPENDIX D:

SUMMARY OF RESEARCH RESULTS

Summary of Research Results			
Research Questions	**Survey Questions**	**Group**	**Result**
Question 1: Is there a relationship between how building administrators and school counselors identify bullying behavior?	1	Statewide	No Significant Relationship
		Region 1	Significant Relationship
		Region 2	Significant Relationship
		Region 3	No Significant Relationship
		Region 4	No Significant Relationship
		Region 5	No Significant Relationship
Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school?	4	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	Significant Difference
	5-Students	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	No Significant Difference
		Region 4	No Significant Difference
		Region 5	Significant Difference
	5-Parents	Statewide	No Significant Difference
		Region 1	No Significant Difference
		Region 2	No Significant Difference
		Region 3	No Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
	5-Teachers	Statewide	Significant Difference
		Region 1	No Significant Difference
		Region 2	No Significant Difference
		Region 3	No Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
	5-Admin/ Counselors	Statewide	No Significant Difference
		Region 1	No Significant Difference
		Region 2	No Significant Difference
		Region 3	No Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference

Research Questions	Survey Questions	Group	Result
Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school?	6-Victim	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference
	6-Bully	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	No Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
	6-Witness	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
	6-Non Witness	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
	7-Physical Bullying	Statewide	Significant Difference
		Region 1	No Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	Significant Difference
	7-Verbal Bullying	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference
	7-Social Bullying	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference

Research Questions	Survey Questions	Group	Result
Question 2: Is there a relationship between administrators' and school counselors' perceptions of bullying occurring in their school?	7-Cyber Bullying	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	Significant Difference
	9	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
Question 3: Is there a relationship between frequency of bullying incidents reported in a self-administered survey and in state disciplinary records?	4	Statewide	Significant Difference
		Region	No Significant Relationship
		Position	Significant Difference (Counselors)
		Gender	No Significant Relationship
		Race/ Ethnicity	No Significant Relationship
		Age Range	Significant Difference (Age 30-39)
Question 4a: Is there a relationship between administrators' and school counselors' intervention strategies used to address bullying?	3a	Statewide	Significant Difference (Interventions 1, 2, 4, 5, 6, 7, 8, 11, 12)
		Region 1	Significant Difference (Interventions 1, 6, 7, 8)
		Region 2	Significant Difference (Interventions 1, 8, 11, 12)
		Region 3	Significant Difference (Interventions 4, 5, 6, 8)
		Region 4	Significant Difference (Interventions 6, 12)
		Region 5	Significant Difference (Interventions 6, 12)

Research Questions	Survey Questions	Group	Result
Question 4b: Is there a relationship between administrators' and school counselors' intervention strategies that have worked best?	3b	Statewide	No Significant Difference
		Region 1	Significant Difference (Intervention 1)
		Region 2	No Significant Difference
		Region 3	No Significant Difference
		Region 4	No Significant Difference
		Region 5	No Significant Difference
Question 4c: Is there a relationship between administrators' and school counselors' level of communication in addressing bullying issues?	8	Statewide	No Significant Relationship
		Region 1	No Significant Relationship
		Region 2	No Significant Relationship
		Region 3	No Significant Relationship
		Region 4	No Significant Relationship
		Region 5	No Significant Relationship
Question 4d: Is there a relationship between administrators' and school counselors' level of professional development obtained on bullying prevention?	10	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference
Question 5a: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in disciplining identified bullies?	11	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference
Question 5b: Is there a relationship between administrators' and school counselors' perceptions of the effectiveness of the school anti-bullying policy in reducing bullying incidents?	12	Statewide	Significant Difference
		Region 1	Significant Difference
		Region 2	Significant Difference
		Region 3	Significant Difference
		Region 4	Significant Difference
		Region 5	Significant Difference